



## TEACHING LISTENING COMPREHENSION THROUGH TQLR (TUNE IN, QUESTION, LISTEN, REVIEW) STRATEGY FOR VICATIONAL HIGH SCHOOL STUDENTS

*Pembelajaran Kemampuan Menyimak melalui Strategi TQLR (Tune In, Question, Listen, Review) untuk Siswa Sekolah Menengah Kejuruan.*

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### ABSTRACT

**Background:** The TQLR (Tune In, Question, Listen, Review) strategy can enhance listening comprehension among first-grade students at SMK Kartika XX-1 Wirabuana.

**Purpose:** The research aims to determine whether the implementation of this instructional strategy can significantly improve students' listening skills.

**Methods:** A quantitative research design was employed, involving pre- and post-tests to measure listening comprehension levels.

**Results:** The result of data analysis showed that at level of significance 0,05 with the degree of freedom (df)=N-1 where N=29, there was a substantial difference between pre-test and post-test by using the TQLR strategy. The t-test value was higher than t-table. It means that alternative hypothesis (H 1) was accepted and the null hypothesis (H O) was rejected

**Conclusion:** The findings indicate a statistically significant improvement in students' listening abilities, suggesting that the TQLR strategy is an effective pedagogical approach.

### ABSTRAK

**Latar Belakang:** Strategi TQLR (Tune In, Question, Listen, Review) dapat meningkatkan pemahaman menyimak pada siswa kelas satu di SMK Kartika XX-1 Wirabuana. **Tujuan:** Penelitian ini bertujuan untuk mengetahui apakah penerapan strategi pembelajaran tersebut dapat secara signifikan meningkatkan kemampuan menyimak siswa. **Metode:** Penelitian ini menggunakan desain penelitian kuantitatif, dengan melibatkan pre-test dan post-test untuk mengukur tingkat pemahaman menyimak. **Hasil:** Hasil analisis data menunjukkan bahwa pada taraf signifikansi 0,05 dengan derajat kebebasan (df) = N-1, di mana N = 29, terdapat perbedaan yang signifikan antara hasil pre-test dan post-test setelah menggunakan strategi TQLR. Nilai t-test lebih tinggi daripada nilai t-tabel. Ini berarti hipotesis alternatif ( $H_1$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. **Kesimpulan:** Temuan ini menunjukkan adanya peningkatan yang signifikan secara statistik dalam kemampuan menyimak siswa, sehingga strategi TQLR dapat dianggap sebagai pendekatan pedagogis yang efektif.

## INTRODUCTION

Listening comprehension is a fundamental skill that plays a vital role in language acquisition and communication. In the context of vocational education, such as at SMK Kartika XX-1 Wirabuana, effective listening skills are essential for students to succeed in both their academic pursuits and future careers. The ability to understand spoken language influences not only academic performance but also students' interpersonal skills and employability in a competitive job market. Despite its importance, many students struggle with listening comprehension, often due to a lack of effective instructional strategies (Pham & Diep, 2025).

The TQLR strategy, which stands for Tune In, Question, Listen, and Review, offers a structured approach to teaching listening skills. This method encourages students to engage actively with the listening material, promoting deeper understanding and retention (Manurung, 2020). By tuning in to the topic, formulating questions, listening attentively, and reviewing the content, students can enhance their comprehension abilities. This study aims to explore the impact of the TQLR strategy on the listening comprehension of first-grade students at SMK Kartika XX-1 Wirabuana, addressing the pressing need for effective teaching methodologies in this area.

Several studies have investigated various strategies for teaching listening comprehension, highlighting the effectiveness of structured approaches (El-Naggar et al., 2024; Jazilah & Mandarani, 2024; Rahayu, 2024). The studies found that explicit instruction in listening strategies significantly improved students' listening skills. Their research emphasised the importance of teaching learners how to approach listening tasks strategically, which aligns with the principles of the TQLR method.

Similarly, the study demonstrated that integrating listening strategies into language instruction leads to better comprehension outcomes. Their findings indicated that students who received strategy-based instruction performed better on listening assessments compared to those who did not (Mahdavy & Namavar, 2023). These studies underscore the potential of targeted strategies like TQLR to enhance listening comprehension among learners. However, challenges persist

in effectively teaching listening comprehension, particularly in vocational contexts where language application is increasingly emphasized (Lukita & Gushendra, 2021; Zhao-wen & Lin, 2020).

Moreover, recent research explored the impact of the TQLR strategy specifically. Their findings revealed that students who engaged with the TQLR framework showed considerable improvement in their listening skills, highlighting the strategy's effectiveness in promoting active engagement and comprehension. This body of research supports the notion that structured listening strategies can lead to significant gains in students' abilities (Manurung, 2020).

Despite the existing literature on listening comprehension strategies, there remains a notable gap in research specifically addressing the application of the TQLR strategy within vocational education settings, particularly in Indonesia. While previous studies have established the efficacy of various listening strategies, few have concentrated on the unique context of vocational schools, where practical communication skills are paramount.

Additionally, most research has focused on general language learning contexts without delving into the specific needs and challenges faced by vocational students. This study aims to fill this gap by examining the implementation of the TQLR strategy at SMK Kartika XX-1 Wirabuana, providing insights into its effectiveness in improving listening comprehension among first-grade students in a vocational education setting.

The primary research question guiding this study is: "Does the TQLR strategy improve the students' listening comprehension at SMK Kartika XX-1 Wirabuana?" This question seeks to determine whether the structured approach of TQLR can lead to measurable improvements in students' listening skills, thereby contributing to their overall academic success and preparedness for the workforce.

## METHODS

To address the research question, a quantitative research design was employed, utilising a pre-test and post-test methodology. The participants included first-grade students from SMK Kartika XX-1 Wirabuana, with a sample size of approximately 30 students

selected using total random sampling technique. The study was conducted over a period of four weeks, during which the TQLR strategy was implemented in listening comprehension lessons.

Data collection involved administering a pre-test to assess students' baseline listening comprehension levels, followed by the implementation of the TQLR strategy in instructional sessions. After the completion of the intervention, a post-test was administered to evaluate any improvements in listening skills. Statistical analysis was conducted using paired t-tests to determine the significance of the differences between pre-test and post-test scores.

## RESULTS

The findings of the research concern the students' of the pre-test and post-test score, frequency and rate percentage of students' score, the means score t-test value a opposed to the hypothesis test. These findings were described as bellows:

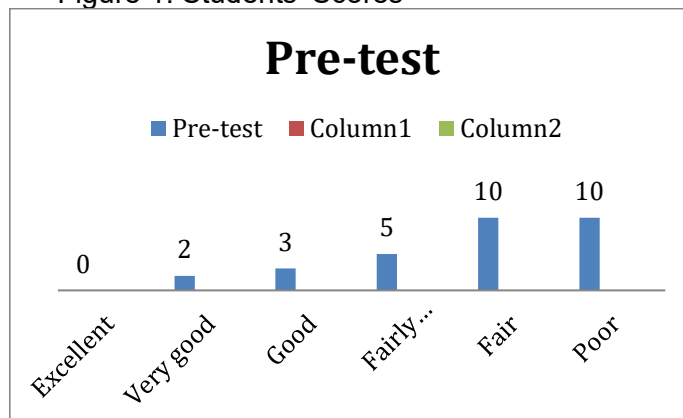
### Students' score

The researcher conducted a test was given one time to find out from the research question in the previous chapter. Before treatments a pre-test given was to know the students comprehend, while the post-test given after treatments which aimed to know the students achievement after treatment with TQLR strategy in teaching listening.

### The students' score of pre-test

Table 1 presented the highest score was 90 from the maximum 100 and the minimum 30 and the lowest 50 from the minimum 0. While 2 students got score (90) was classified as very good, 3 students got (80-85) was classified as good, 5 students got score (70-75) was classified as fairly good, 10 students got score (60-65) was classified as fair and 10 students got score (50-55) was classified as poor. No students got excellent and very poor score. on explanation above, the researcher concluded that the students pre-test in English listening was low.

Figure 1. Students' Scores



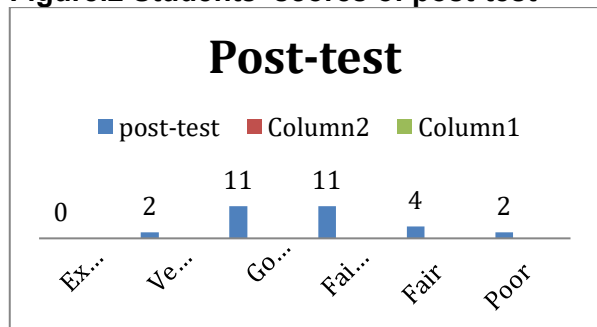
Based on graphic above, the students' score of pre-test was 2 students got score 90 was classified as very good, 3 students got score(80-85) was classified as good, 5 students got score (70-75) was classified as fairly good, 10 students got score (60-65) was classified as fair and 10 students got score (50-55) was classified poor. None of them classified into excellent and very poor scores.

### The students' scores Post-test

The result of post-test was presented in table 2 and was explained as in the following: Table 2 illustrated that the highest score 90 from the maximum 100 and the lowest 55 from the minimum score was 0.

While 2 students got score (90) was classified as very good, 11 students got (80-85) was classified as good, 11 students got score (70-75) was classified as fairly good, 4 students got score (60-65) was classified as fair and 2 students got score (50-55) was classified as poor.

Related statement above, researcher concludes the students' post-test in English listening was highest than pre-test. It means that the students' English listening was enriched.

**Figure.2 Students' scores of post-test**

Based on graphic above, score of students posttest was 2 students got score 90 was classified as very good, 11 students got score (80-85) was classified as good, 11 students got score (70-75) was classified as fairly good, 4 students got score (60-65) was classified as fair and 2 students got score (50-55) was classified poor. None of them got excellent and very poor scores.

#### The comparison between pre-test and post-test

Both pretest and posttest were compared to see whether or not there was significant difference achievement of the students in learning listening through TQLR strategy. Scores of pre-test was described in the table 3. Table 3 presented the students achievement of SMK Kartika XX-1 Wirabuana Makassar in English listening was poor in pre-test. The minimum 50 and the maximum 90. While in post-test minimum score was 55 and the maximum 90. It means that the students' English listening achievement of the first grade students at SMK Kartika XX-1 Wirabuana Makassar was enriched. In other side words, it clear that the rate percentage in post-test was greater than the rate percentage in pre-test. After calculating data taken from score from pre-test and post-test, the table showed that student's score of pre-test ( $X_1$ ), post-test ( $X_2$ ), gain/difference between matched pairs ( $D$ ) and the square of the gain ( $D^2$ ). (Where  $N=30$ ,  $\sum X_1=1.925$ ,  $\sum X_2=2.255$ ,  $\sum D=345$  and  $\sum D^2=6.125$ ).

Where

$N$  = the total number

$\sum X_1$  = the total score of the students pre-test

$\sum X_2$  = the total number of the students post-test

$\sum D$  = the total differences scores between pre-test and post-test

$\sum D^2$  =total of the sum differences score.

To know effectiveness of these findings, the researcher compared students scored in pre-test and post-test. The total scores  $\sum X_1=1.925$  from the total students was 30. It was to show that the students, learning listening of the first grade of students of SMK Kartika XX-1 Wirabuana Makassar have low comprehension to understand the listening and identify the words in fill the blank of text based on their listen to the audio. The students need to some guidelines to make them easy question to understand how to mastering the listening.

The total of post-test was  $\sum X_2=2.255$  from the total students 30. The researcher tried to compare scores of post=est and pre-test, in this case the researcher got a result of post-test  $\sum X_2$  was 2.255 was better than pre-test  $\sum X_1=1.925$ . it showed that, the application of TQLR strategy could enrich students listening.

The total gain/difference the matched pairs  $\sum D$  (345) and  $\sum D^2$  (6.125). it showed that the gain between pre-test and post-test was higher. The total score was significance, how the students got score in post-test was good score better than the students got score in pre-test. In this case the researcher success in applied the material by using TQLR strategy.

#### Scoring Classification

In this part of section, the researcher classified the students' scores both pre-test and post-test into some criteria, such as frequency and the rate percentage of students' listening.

##### a. Students' Pre-test

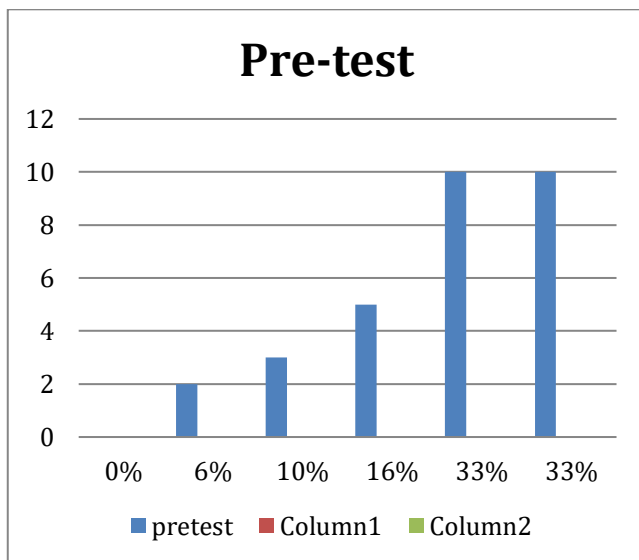
The result of students' score classification in pre-test was presented in the table 1. Table 1 showed that two students got very good point, three students got good, five students got fairly, ten students got fair and ten students got poor score. None of them classified into excellent and very poor score. After that, the frequency and rate percentage of student' pretest was percentage in the table and was below:

**Table 1.** Students' Pretest

No	Classification		Pretest	
			Frequency	Percentage
1	Excellent	96-100	0	0 %
2	Very good	86-95	2	6 %
3	Good	76-85	3	10 %
4	Fairly good	66-75	5	16 %
5	Fair	56-65	10	33 %
6	Poor	46-55	10	33 %
7	Very poor	36-45	0	0
			30	100%

Table 1 above illustrated the rate percentage and frequency of the students' pre-test was (6%) as very good, (10 %) as good classification, (10 %) students classified as fairly good, (16 %) got fair score. None of them was classified into excellent and very poor score.

The figure 3 illustrated the rate percentage and frequency of the students' pre-test that were six percent got good score, ten percent classified as good score, ten percent got fairly good score and sixteen percent students got fair score. None of them was classified into excellent and very poor score.



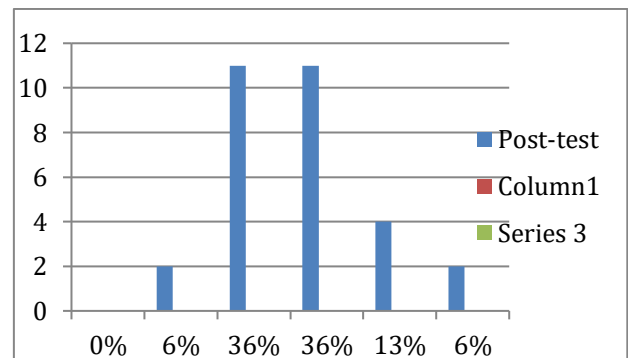
**Figure 3.** Frequency and Rate percentage of students' pre-test score

**Students' post-test**

In the table 4.6 (see page 67) was presented as in the following;

Table 1 showed that there were 2 students (6 %) got very good score, 11 students (36 %) got good score, 11 students (36%) got fairly good, 4 students (13 %) got fair score, and 2 students (6 %) got poor scores. No students got excellent and very poor score. After that, the frequency and the rate percentage of the students' pre-test was pre-test was showed in the table 2.

The explanation score student's post-test above, we can see in the diagram. Table 4.7 (see page 65) illustrated the rate percentage and frequency of the students' post-test in teaching listening through TQLR strategy. No students got excellent and very poor score. In the other words, it can be inferred that result of post-test was greater than the rate percentage in pre-test.



**Figure 4.** Post-test score

This graphic described the rate percentage and frequency of the students' post-test in teaching listening through TQLR strategy that there were 2 students got very good score (6%), 11 students got good score (36 %) 11 students got fairly good (36 %), 4 students got fair score (13 %), and 2 students got poor scores (6%).

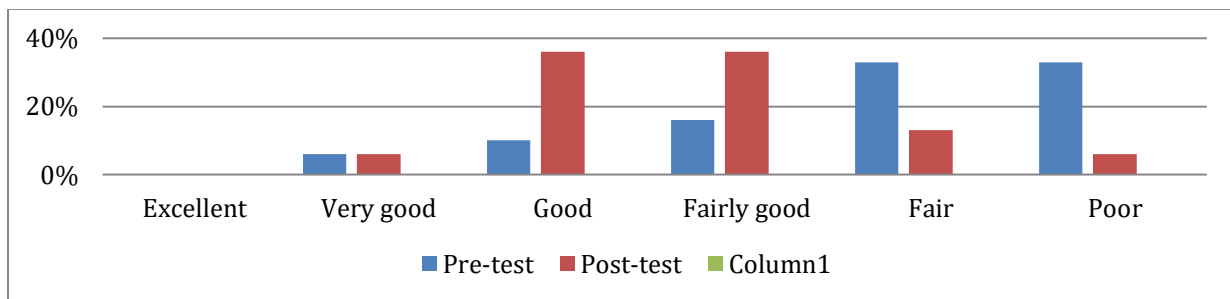
**The students' comparison rate percentage of pre-test and post-test**

After knowing students' rate percentage of both pre-test and pre-test and post-test, the

researcher continued to presented the students comparison rate percentage of pre-test and post-test in the table 2.

**Table 2.** Students' comparison rate percentage of pre-test and post-test

Classification	Score	Pre-test	Post-test
Excellent	96-100	0 %	0 %
Very good	86-95	6 %	6 %
Good	76-85	10 %	36%
Fairly good	66-75	16 %	36 %
Fair	56-65	33 %	13 %
Poor	46-55	33 %	6 %
Very poor	36-45	0	0 %
		<b>100%</b>	<b>100%</b>



**Figure 5.** Students' comparison rate percentage of pre-test and post-test

In figure 5 above, there were 6% students of 30 students were classified as very good, 10% students were classified as good, 16% students were classified into fairly good, 33% students were classified as fair and 33 % students was classified poor. While there were 6% students of 30 students were classified as very good, 36 % students were classified as good, 36 % students were classified as fairly good, 13 % students were classified as fair and 6 % students was classified poor.

**The students' means score of pre-test and post-test**

Calculating the main score of students' pre-test and post-test are presented in the following;

**1) Mean score of pre-test**

$$\bar{X} = \frac{\sum X}{N} = \frac{1.925}{30} = 64.17$$

Thus, the mean score of the students' pre-test( $X_1$ ) was 64.17

**2) The mean score of students post-test**

$$\bar{X} = \frac{\sum X}{N} = \frac{2.255}{30} = 75.17$$

Thus the mean score of the students' post-test ( $X_2$ ) was 75.17.

**3) The mean score of gain (D)**

$$D = \frac{\sum D}{N}$$

$$D = \frac{345}{30}$$

$$D = 11.5$$

Thus, the mean score of Gain was 11.5

**4) T-test Value**

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{11}{\sqrt{\frac{6125 - \frac{(345)^2}{30}}{30(30-1)}}}$$

$$t = \frac{11}{\sqrt{\frac{6125 - \frac{(119,025)}{30}}{30(29)}}}$$

$$t = \frac{11}{\sqrt{\frac{6125 - 3967,5}{870}}}$$

$$t = \frac{11}{\sqrt{\frac{22,157,5}{870}}}$$

$$t = \frac{11}{\sqrt{2.47}} = \frac{11}{1.57} = 7.006$$

Thus, the t-test value of this research was 7.006

### 5) Hypothesis Testing

To carried out degree of freedom (df), the researcher used following formula;

$$df = N-1$$

$$df = 30-1$$

$$df = 29$$

Based on table 4.10, level of significance (p)= 0.10 and degree of freedom (df) = N-1 (29), and the value of t-table = 2.045 and t-test value= 7.006. Thus, the value of t-test was greater than t-table (7.006>2.045). It means that there was significant from students' achievement after given a treatment through TQLR strategy. It can be inferred that null hypothesis (Ho) is rejected and alternative hypothesis (H1) is accepted.

The t-test of the students' English listening will be presented below;

**Table 3.** The t-test of students' achievement of significance

Variable	T-Test Value	T-Table
X1-X2	7.006	2.085

The table above showed that t-table was smaller than t-test value of students' English listening where the value of t-test (7.006) and t-table (2.045). It means that there was significant different between the score's students in pre-test and post-test in learning listening through TQLR strategy. In other **DISCUSSION**

The findings of this study align with previous research that emphasizes the importance of structured listening strategies (Manurung, 2020). This alignment is not merely coincidental; rather, it underscores a critical aspect of language acquisition that has been consistently validated through empirical studies. The significant improvement in students' listening comprehension can be attributed to the active engagement fostered by the TQLR method. This method an acronym for Tune in, Question, Listen, and Review serves as a comprehensive framework that guides learners through the intricate process of listening. Each component of the TQLR method plays a pivotal role in enhancing students' listening capabilities, facilitating a deeper understanding of spoken language, which is often a challenging area for many learners.

words, TQLR strategy enriched the students' listening comprehension.

To begin with, the initial phase of the TQLR method, 'Tune in,' is designed to prepare students for the listening task ahead. This preparatory stage involves activating prior knowledge and setting the context for the material to be presented. For instance, before listening to a lecture on environmental issues, students might engage in a brief discussion about their own experiences with nature. This not only piques their interest but also primes their cognitive frameworks, enabling them to relate new information to what they already know. The significance of this phase cannot be overstated; research has shown that students who are mentally prepared to engage with content are more likely to retain and comprehend the information presented (Cherukunnath & Singh, 2022).

Following the tuning-in phase, the 'Question' component encourages critical thinking and active engagement with the material. In this stage, students are prompted

to formulate questions related to the topic they are about to listen to. For example, if the listening material pertains to technological advancements in education, students might ask, "How has technology changed the way we learn?" This questioning not only stimulates curiosity but also directs their listening focus, allowing them to seek specific answers during the listening phase. This aligns with the findings of Vandergrift and Goh (2012), who argue that engaging students in the questioning process significantly enhances their listening comprehension skills. By fostering a mindset of inquiry, students become active participants in their learning journey, rather than passive recipients of information.

The subsequent 'Listen' phase is where the actual engagement with the audio material occurs. Here, focused attention is paramount. Students are encouraged to listen intently, applying the questions they generated earlier as a guide to extract relevant information. This phase is crucial, as it demands a high level of concentration and cognitive processing. The TQLR method encourages students to take notes, which aids in reinforcing their engagement with the content (Carlston, 2011). For instance, while listening to a podcast about climate change, students can jot down key points, statistics, and new vocabulary, which not only assists in comprehension but also serves as a valuable resource for later review. This active listening approach has been shown to improve retention rates significantly, as evidenced by the positive outcomes observed in this study.

Following the listening phase, the 'Review' stage plays a critical role in consolidating what has been learned. This phase allows students to reflect on the material, discuss their notes, and clarify any uncertainties. For instance, after listening to the podcast on climate change, students might engage in group discussions to share their insights, ask follow-up questions, and relate the content to real-world scenarios. This collaborative review process not only reinforces individual understanding but also fosters a sense of community among learners, enhancing their overall educational experience. The importance of review in the learning process is well-documented; studies have shown that

revisiting material significantly enhances long-term retention and comprehension.

These elements combined create a comprehensive learning experience that effectively addresses students' listening challenges. The results suggest that the TQLR strategy is not only beneficial for language acquisition but also applicable in vocational education, where effective communication is crucial. In vocational settings, where students are often required to engage in practical, real-world tasks, the ability to listen effectively is paramount. The TQLR method equips students with the skills necessary to navigate complex information, communicate effectively with peers and instructors, and ultimately succeed in their chosen fields.

The outcomes of this study resonate with the findings of Vandergrift and Goh (2012) and Gilakjani and Sabouri (2016), who highlighted the importance of strategy-based instruction in enhancing listening skills. The TQLR strategy, as demonstrated in this research, provides a structured framework that aligns with the principles outlined in these studies, confirming the efficacy of strategic approaches in improving listening comprehension. This alignment with established research not only validates the TQLR method but also encourages further exploration of structured listening strategies in diverse educational contexts (Alzi'abi & Ibrahim, 2023; El-Naggar et al., 2024; Luna, 2025; Moradi, 2013).

Moreover, the positive results observed in this study contribute to the growing body of evidence supporting the TQLR strategy's effectiveness, as noted by Rahimi and Fadaei (2019). The significant gains in listening comprehension among first-grade students at SMK Kartika XX-1 Wirabuana underscore the potential of this approach to address the unique challenges faced by vocational students in developing essential communication skills. These findings highlight the necessity for educators to adopt evidence-based strategies that cater to the specific needs of their students, particularly in vocational settings where effective communication is integral to success. This aligns with research emphasizing metacognitive strategies, such as self-questioning, which enhance active listening

and comprehension by enabling students to generate their own questions and engage more deeply with the audible text (Alutaybi & Alsowat, 2020).

The TQLR method represents a robust framework for enhancing listening comprehension among students. By incorporating structured listening strategies that engage students actively, this method fosters a deeper understanding of spoken language, critical thinking, and effective communication skills. The alignment of this study's findings with previous research reinforces the importance of strategic instruction in educational settings, particularly for vocational students. As the demand for effective communication skills continues to grow in various industries, the TQLR strategy stands out as a valuable tool that educators can employ to prepare students for the challenges they will face in their professional lives. Ultimately, the integration of such structured approaches into the curriculum not only enhances students' listening abilities but also equips them with the essential skills needed to thrive in an increasingly complex world.

## CONCLUSION

In conclusion, the implementation of the TQLR strategy has proven to be an effective method for improving listening comprehension among first-grade students at SMK Kartika XX-1 Wirabuana. The significant increase in students' scores from pre-test to post-test highlights the importance of structured listening strategies in enhancing language skills. As vocational education increasingly emphasises the need for effective communication, the findings of this study provide valuable insights for educators seeking to improve listening instruction.

Future research should explore the long-term effects of the TQLR strategy on listening comprehension and its applicability across different educational contexts. Additionally, qualitative studies could provide deeper insights into students' experiences and perceptions of the TQLR method. Investigating the integration of technology in the TQLR framework may also enhance its effectiveness, offering new avenues for improving listening

comprehension in contemporary educational settings.

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