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## The Use of 'Tuning In' Strategy To Stimulate the Autonomous Learning in Listening Skill

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### Abstract

*This study aimed to examine the students' achievement in listening through the use of 'Tuning In' strategy by employing pre-experimental research method. The data collection instruments were listening test and questionnaire. The listening tests were given in the form of pre and post test to reveal whether or not 'Tuning in' strategy can improve the students' achievement in listening. The questionnaire was given to identify the students' autonomy in learning listening skill. There were 30 students randomly selected to participate in this study. The results revealed that the students' listening ability taught by using 'Tuning in' strategy was increased. It is proved by the mean score of students' post-test score 84.45 (good) while the mean score of the pre-test was 67.3 (fair). In addition, questionnaire indicates that the use of 'Tuning in' strategy can stimulate the students' autonomous learning in listening.*

**Keywords:** *Tuning in, Autonomous Learning, Listening Skill.*

### 1. Introduction

Language as a communication tool consists of four main skills. These skills are listening, speaking, reading, and writing. Listening is one of the four skills that play an important role in human communication. The average individual spends more time each day through listening. According to River in Ruhania Mas'ud (2009: 2), it is estimated that the time spent by adults in communication activities is 45 percent devoted to listening, only 30 percent to speaking, 16 percent to reading and about 9 percent to writing.

However, in teaching English among the skills, listening is the most challenging task for all students of English as a second language (Richards, 2015). Listening involves spoken language in which the listener has to listen to the message of the speaker directly. Listening activities require full concentration, namely focusing on one particular problem, paying attention to what the speaker is saying so that the listener can catch the message. That is why many students are reluctant to listen to spoken English because they will feel frustrated when they cannot catch what the speaker is saying.

Furthermore, he said that many students think that listening is a difficult subject because it involves full concentration and requires a lot of time and practice. It is undeniable that some students find listening to be boring. Therefore, the teacher or instructor must work hard to find a good method for teaching listening. However, applying good techniques in teaching listening does not really express satisfaction. Some students are motivated to learn to listen only in class and only when the teacher asks them to do a listening task.

Whereas as it stated earlier that listening takes a lot of time and practice. So, the more time students spend practicing listening to spoken English, the better their performance will be. Thus, they should practice listening to spoken English more either face-to-face or listening to the media. Some teachers also focus on the application of methods in teaching listening that are achieved in the classroom. In fact, the time students spend in class is very limited. Therefore, teachers or instructors should motivate students to work independently through their learning. So that students will be more responsible for their achievements.

In connection with the problems mentioned above, the researcher was inspired to stimulate students to work independently. Independent learning means that students will choose the best way of learning according to their interests and desires. Dickinson (1991) states that autonomy is a situation in which students are responsible for all decisions related to their learning and implementation of those decisions.

Related to listening skills, there is a strategy to stimulate student learning independence, namely the Tuning in strategy. Tuning strategy is the name of an activity to help students identify difficulties in listening on their own and get their attention. Then students are encouraged to find their own way in experiencing these difficulties. This activity will show the stages where students seem more ready to work independently, especially in listening skills.

Based on the illustration above, the writer conducted research on “can the use of tuning in strategy stimulate the autonomous learning in listening skill?”. Since it is considered that listening is receptive skill and independent learning is important for students. Therefore, it is necessary to stimulate students' autonomy in listening skills.

## 2. Method

In this research, the researcher employed pre-experimental method by using one group pre-test and post-test design. This design involved the pre-test (O1) and then applying the treatment before giving the post-test (O2). This means to see the significant difference between the pre-test and post-test. The diagram is presented as follows:

$$O1 \rightarrow X \rightarrow O2$$

**Figure 1.** Formula of Pre-Experimental Design

In which:

O1 = pretest

X = treatment

O2 = posttest.

To collect the data, the researcher used two kinds of instrument. The first is listening test. It was used in the pretest and the posttest. The listening test is given in the form of multiple choice with a total of 20 questions. The pretest was intended to see the students' listening ability. Then the treatment was given by using tuning in activity. After that the posttest was administered to know the effect of the treatment.

Questionnaire was used to know whether the students' autonomous learning is stimulated by applying 'Tuning in' strategy. The questionnaire consisted of five categories student's responses: Always was scaled 5; Often was scaled 4; Sometimes was scaled 3; Rarely was scaled 2; and Never was scaled 1.

This research was conducted in six meetings, 2 X 45 for each meeting. The first meeting was the pretest, the second, the third, the fourth, and the fifth meeting was applied treatment, and the sixth meeting was the posttest. Pretest was listening test to measure the students' prior ability in listening, while treatment was tuning in activity to let the students recognize their problem autonomously when they listen to English spoken. The procedures were:

### **2.1. Meeting I**

1. The researcher explained about the autonomous learning
2. The researcher led the learner to discuss about the difficulties of listening task
3. The researcher spread the papers to the student that contain these points: speech too fast, too many new words, background noisy, too much information, strange dialect
4. The student listened the material that is read by the researcher
5. The student listened the text second time and they have to mark the list
6. The researcher checked the students' comprehension toward the text and asked them which problem were marked most often
7. The researcher asked the students how they figure out their problem that would be discussed on the next meeting

### **2.2. Meeting II**

1. The researcher checked the learner work that is what the solution of their problems in listening
2. The researcher spread the papers to the student that contain these points: speech too fast, too many new words, background, too much information, strange dialect
3. The researcher asked the student to do listening tasks in different topic than before
4. The student listened the text second time and they had to mark the list
5. The researcher checked the students' comprehension toward the text and asked them which problem were marked most often
6. The students were asked to listen English song and wrote the lyric as their homework.

### **2.3. Meeting III**

1. The researcher checked whether the students did their listening exercise at home
2. The researcher spread the papers to the student that contain these points: speech too fast, too many new words, background, too much information, strange dialect, distraction, grammar, unfamiliar topic, the organization of information.
3. The researcher asked the students to do listening exercise from recorded material
4. The researcher checked the student's comprehension toward the listening material
5. The students were asked to do listening exercise at home

### **2.4. Meeting IV**

1. The researcher led the students to discuss their progress in listening.
2. The researcher checked the learner work in figure out their problem in listening

3. The researcher gave explanation about the difficulties in listening and then clarified the tips to overcome the difficulty in listening

After getting treatment, the students were given listening test to measure their achievement in listening after giving the treatment. In addition, the students were given questionnaire that related to their autonomy in learning especially in listening skill. The data from questionnaire is tabulated into attitude scale. The student's responses are categorized into five attitude scales: always indicate the highest frequency, often, sometimes, rarely, and never.

Data from pre-test and post-test were analyzed by using SPSS. To see which hypothesis was accepted, the researcher compared it to t-table value.

### 3. Results

#### 3.1. Findings

##### 3.1.1. The description of the data collected through test

The finding of the research consists of the students' classification scores of pre-tests and post-test, mean scores and standard deviation of pre-test, post-test, the result of t-test, and hypothesis testing.

**Table 1.** The students' classification scores of pre-tests and post-test.

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	91-100	-	0%	10	33.3%
2	Good	76-90	9	30%	14	46.7%
3	Fair	61-75	11	36.7%	4	13.3%
4	Poor	51-60	2	6.6%	2	6.7%
5	Very poor	0-50	8	26.7%	-	0%
Total			30	100%	30	100%

The data of table 1 above shows the percentage and frequency of the students' listening scores in pre-test and post-test. It can be seen in pre-test scores that none of students got very good score, 9 (30%) students got good scores, 11 (36.7%) students got average scores, 2 (6.6%) students got poor scores and 8 (26.7%) students got very poor scores. While in post-test, 10 (33.3%) student got very good score, 14 (46.7%) students got good scores, 4 (13.3%) students got average scores, 2 (6.7%) students got poor scores and none students got very poor scores.

**Table 2.** Mean scores and standard deviation of pre-test, post-test

Test	Mean score	Standard deviation	Classification
Pre-test	67.3	15.1	Fair
Post-test	84.45	11.2	Good

Table 2 indicates that the mean score of students' pre-tests was 67.3 and standard deviation was 15.1 that can be classified as fair, while the mean score of students' post-tests was 84.45 and standard deviation was 11.2 that can be classified as good. According to the classification, it can be revealed that the mean score of pre-test and post-test of students' listening skill through 'Tuning in' strategy was different.

**Table 3.** The result of t-test

Variable	t-test	t-table
X1 –X2	10.74	2.045

In order to know whether or not the two variables (pre-test and post-test) are statistically different at the level of significance 0.05 with degrees of freedom ( $df = n-1$ ), where  $n$  = number of students (30), t-test statistical analysis was applied. The table above indicates that t-table is smaller than the t-test of students' listening scores. It can be concluded that there is significant difference between the result of students' pre-test and post-test.

### 3.1.1.2. Hypothesis testing

The result of statistical analysis at the level of significance 0.05 with degrees of freedom ( $df = n-1$ ), where  $n$  = number of students (30), indicated that the result of post-test is higher than the result of pre-test. The value of t-test is 10.74, while the value of t-table is 2.045 where  $10.74 > 2.045$ .

### 3.1.2. The description of the data collected through questionnaire

Another instrument used in this research was questionnaire. The questionnaire was used to identify the students' autonomy in learning listening skill. The results are presented as follows:

#### 3.1.2.1. The teacher's role in listening

It was found that 13.33% of 30 students assume that their achievement in listening always depend on the teacher, 20% students assume that their achievement often depends on the teacher. While 56.67% students suppose that their achievement in listening sometimes is influenced by the teacher. And only 10% students assume that their achievement in listening rarely depend on the teacher. Then 0% students suppose that their achievement in listening never depend on the teacher.

### **3.1.2.2. The teacher uses English in presenting material**

In this item, it was found that 23.33% of 30 students prefer their teacher always uses English in presenting material, 43.33 % students prefer their teacher often uses English when present the material. While 26.67% students prefer their teacher sometimes uses English in presenting material. And only 3.3% students favor their teacher uses English rarely in presenting material. Then 0% students prefer the teacher never uses English in presenting the material.

### **3.1.2.3. The students' ability to identify the problem in listening**

It was found that 33.33% out of 30 students always recognize their problem in listening process. 33.33% students often identify their problem in listening activity. While 30% students sometimes recognize their problem in listening process. And only 3.3% students rarely recognize their problem in listening process. Then 0% students never identify their problem in listening process.

### **3.1.2.4. The students' capacity to figure out their problem in listening**

It was found that 30% out of 30 students always look for the way out of their problems in listening process by themselves. 30% students often look for the way out of their problems in listening process by themselves. While 26.67% students sometimes look for the way out of their problems in listening process by themselves. And only 13.33% students rarely look for the way out of their problems in listening process by themselves. And 0% students never look for the way out of their problems in listening process by themselves.

### **3.1.2.5. The students enjoy listen English material**

In this item, it was found that 36.67% out of 30 students always enjoy listen English material. 33.33% students often enjoy listen English material. While 23.33% students sometimes enjoy listen English material. And only 6.67% students rarely enjoy listen English material. And 0% students never enjoy listen English material.

### **3.1.2.6. The students' enthusiasm in listening English out of class**

In this item, it was found that 56.67% out of 30 students always enthusiast listen English out of class. 16.67% often listen English out of class. While 13.33% students sometimes listen English out of class. And only 10% students rarely listen English out of class. And 0% students never listen English out of class.

### **3.1.2.7. The students' enthusiasm trains their listening without teacher's command**

In this item, it was found that 53.33% of 30 students always enthusiast train their listening without teacher command. 16.67% students often train their listening without teacher command. While 10% students sometimes train their listening without teacher command. And only 2% students rarely train their listening without teacher command. And 0% students never train their listening without teacher command.

### **3.1.2.8. The students' eagerness to listen the material which is not to be understood**

It was found that 63.33 % out of 30 students always keep listen to the English material even though they were not fully understood and enthusiast train their listening without



teacher command. In addition, there are 16.67% students often train their listening and the rest is 12% students those categories sometimes and rarely train their listening without teacher command.

### **3.1.2.9. The students' eagerness to listen different English material**

For this item, it was found that 50% of 30 students always interested listen the different kind of English material. 26.67% students often listen the different kinds of English material. While 23.33% students sometimes listen the different kind of English material. And only 3.3% students rarely listen the different kind of English material. And 0% students never listen the different kind of English material.

### **3.1.2.10. The students' enthusiasm writes song's lyric by themselves**

It was found that 43.33% of 30 students always try to write the song's lyric when they listen English song. 16.67% students often try to write the song's lyric when they listen English song. Also 16.67% students sometimes try to write the song's lyric when they listen English song. while 13.33% students rarely try to write the song's lyric when they listen English song. And 10% students never try to write the song's lyric when they listen English song.

## **3.2. Discussion**

The description of the data collected through the listening test as explained in the previous section shows that the students' listening ability was improved. Before giving treatment, the students' listening ability was categorized on average classification which was proved by the rate percentage of the total score of pre-tests. It showed none of the students got very good score, 9 (30%) students got good scores, 11 (36.7%) students got average scores, 2 (6.6%) students got poor scores and 8 (26.7%) students got very poor scores. The data reveals that the ability of students in listening is poor. After giving treatment four meetings, the students' listening ability was increased, since 11 (33.3%) student got very good score comparing the data in pre-test.

Statement above supported by Imelda (2019) that use the same strategy to improve students' listening ability indicate a significant enhancement, 33 students or 86.8% passed complete the lesson. However, the findings in this study showed that there were still 2 (6.7%) students poor scores while in a similar study it was found that there were 3 (7.5%) students who got below standard scores. The enhancements were proved from the improvement of the students' score, the students' listening ability, and the students' achievement, from cycle to cycle. This strategy made the students aware to the text they will listen to and prepare themselves to be familiar with any types of text in difference theme. This strategy helps them to concentrate and focus on what type of information they need to gain and getting the main purpose of listening itself. These activities enrich their knowledge, experience, and vocabulary which later will help them in listening activity.

In line with finding above, Rahmah (2018) found that the students' listening comprehension as the result of calculating of cycle diagnostic test and cycle 1 at the students' Listening Comprehension, the students' achievement of cycle I is greater than diagnostic test (58.36 %>45.72%) and classified as poor. But in cycle II, the mean score in 79.6 is greater than diagnostic test (79.6%>45.72%) and classified as good. This technique was successful to make the students familiar with learning listening, make the students focus to listen the audio and had better score. Furthermore, Fruarsih (2011) stated that the

students' listening comprehension score taught by TQLR strategy is higher than control group on post-test. 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.

In addition, the results of the statements above are supported by the findings of the questionnaire distributed. It showed that the achievement of students in listening is influenced by the teacher. Wangxin (2017) states the teacher should design his or her teaching plan elaborately to attract the students to be involved in the teaching activities. The teacher can apply the strategy in teaching like setting up classroom collaborative learning, choosing the charming topics for discussion, mobilizing the enthusiasm of the whole class by top students and organizing a variety of classroom activities

Based on the above findings, it can be interpreted that there was significant difference result of the test before and after teaching and learning process by using 'Tuning in' strategy. It can be concluded that stimulating the students' autonomous learning can improve the students' achievement.

#### **4. Conclusion**

Based on the findings and discussion, it can be concluded that the students' listening ability was better than before the use of 'tuning in' strategy. It is proved by the mean score of students' post-test score of 84.45 that is classified as good while the mean score of the pre-test was 67.3 and classified as fair. It means that the using of 'Tuning in strategy can improve the students' listening ability. Meanwhile, questionnaire also indicates that 'tuning in' strategy can stimulate the students' autonomous learning in listening and improve their achievement. English teachers are recommended to consider this strategy to handle listening class.

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