Improving Eighth Grade Students' Listening Comprehension Through Dictogloss Technique

Nila Sahriyah[1], Hastini[1], Fadhila Zamzam[1], Abd. Kamaruddin[1]

[1]Universtitas Tadulako Palu, Indonesia
*Correspondence: sahriyahnila@gmail.com

ABSTRACT

This study investigates the effectiveness of the dictogloss technique in improving the listening comprehension of eighth grade students at MTs Muhammadiyah Al-Haq Palu during the 2024/2025 academic year. Employing a pre-experimental quantitative design, the study involved all 25 students from the target class as participants. Data were collected using pre-test and post-test instruments, each comprising 10 fill-in-the-blank and 10 multiple-choice questions focused on narrative texts as a test. Dictogloss technique was implemented as the intervention, where students listened to passages, took notes on key points, and collaboratively reconstructed the texts. Statistical analysis revealed a significant improvement in students' listening comprehension, with the mean score rising from 51.40 (pre-test) to 75.00 (post-test). The Shapiro-Wilk test confirmed normal data distribution, and paired sample t-tests indicated the improvement was statistically significant (p < 0.05). The findings suggest that dictogloss not only improves students' ability to recognize spoken words and understand main ideas but also increases engagement, vocabulary acquisition, and collaborative skills. The study concludes that integrating the dictogloss technique into classroom instruction is an effective strategy for improving listening comprehension among junior high school students learning English as a foreign language.

1. Introduction

Language serves as one of the main alternatives used for communication. Among these, English is widely used as a means of communication. As an international language, English is spoken by people from various countries around the world. In learning English, there are several essential skills to master, including speaking, writing, reading, and listening. Listening is considered one of the most important skills to learn before developing the others. According to Handayani (2023), before students can effectively speak, read, or write, they must first master listening, which is a crucial language skill. Akib & Saputra (2019) emphasize that mastering listening is vital for students learning English. This suggests that language learning initially depends greatly on listening skills. Listening provide the aural input necessary for language acquisition and enables students to engage in spoken communication before advancing to other language skills (Yaumi et al., 2023; Prihandoko et al., 2019; Weda et al., 2021; Ko et al., 2025).

Listening is a crucial component of the language learning process, particularly when it comes to learning English as a foreign language. Yildirim & Yildirim (2016) said that listening is very important in daily live communications. Flavia & Enachi-Vasluianu (2016) also argued that listening is an essential part of interactive feedback that helps prevent the message from being misunderstood or altered. Therefore, listening should be developed in a structured way, as it enhances clear and effective communication.

In educational context, listening comprehension is a key in helping students to understand information that is conveyed orally in both formal and informal situations, especially in learning. Ahmadi (2016) stated that the ability to understand spoken language plays a vital role in second language learning, supporting classroom communication and interactions between native and non-native speakers, through proper guidance and consistent practice, learners are able to improve their listening comprehension. Gilakjani & Sabouri (2016) also claimed that listening comprehension process can deliver useful guidance for instructing listening. During the process of listening, language learners find various ways

to handle incoming information. They need to analyze the information to evaluate whether it is relevant or not (Nguyen, 2020).

Based on the result of observation done by researcher at MTs Muhammadiyah Al-Haq Palu. The researcher found information about the main problems faced by students in studying English, especially in listening comprehension. First, students have a lack of understanding in English. The understanding referred here is, students find it difficult to understand the words spoken by others either through direct communication or through audio. Second, students find it difficult to identify the main idea of the text. The cause of the two main problems is, students still have a lack of vocabulary in English, students didn't want to improve their vocabulary mastery so it will never increase, which was only five words and it will never increase to ten words. Then, the English teacher at MTs Muhammadiyah Al-haq Palu still has less listening practice in learning English, this makes students still unfamiliar with listening. Therefore, the researcher will take action to minimize their problems in listening by using learning techniques that can improve their understanding in listening comprehension.

Dictogloss is a technique that can be applied in teaching listening skills. This classroom activity involves students listening to passage, noting down key words, and then working together to reconstruct the text. According Widhiasih (2019), using the dictogloss technique can greatly boost students' motivation throughout the learning process. Similarly, Rahmi (2018) stated that dictogloss is an effective method to address challenges faced by both teachers and students in teaching and learning listening. Means, dictogloss technique can engage students in an active listening process, fostering students self-esteem and encouraging the communicate in English more effectively, while also can helping them to grasp the material being taught with greater ease, because in process of dictogloss technique students have to reconstruct the sentences or the words that can improve their understanding on the main idea of the text. This process will not only improve listening comprehension but also will enhance speaking and collaboration skills, as students will have to negotiate their various understandings of the text they heard.

2. Methodology

The study employed a quantitative approach with a pre-experimental research design that involved only a single class. this class served as the experimental group, meaning that one group of students underwent a pre-test, received the treatment, and then completed a post-test. The research design as suggested by Cohen et al., (2007):

O1   X   O2

Where:

  O1 = Pre-test

O2 = Post-test

  X = Treatment

The participants were selected using a total sampling method. The entire eight-grade class at MTs Muhammadiyah Al-Haq Palu for the 2024/2025 academic year, consisting of 25 students, took part in this study. Total sampling is a technique where all individuals in the population are included as research samples, meaning the sample size is the same as the population size. This method is usually applied when the population is relatively small, allowing all elements to be included as samples to obtain accurate representation and comprehensive results. The reason for taking total sampling is because the population is less than 100.

In this study, two types of tests were administered: pre-test and a post-test, designed to assess students' abilities before and after receiving treatment using the dictogloss technique. The pre-test was conducted at the beginning of the study, while the post-test was given after treatment, during the final session. Both tests consisted of 10 fill-in-the-blank questions and 10 multiple-choice questions, all centered on descriptive text material.

3. Result and Discussion

This section presents and interprets the findings obtained from the study. The results are systematically organized to address the research objectives and to provide clear answers to the research questions. Initially, the data collected through pre-test and post-test assessments are summarized and analyzed to evaluate the impact of the intervention. Statistical analyses are employed to determine whether any observed differences are significant.

3.1 Findings

Prior to the treatment, the researcher administers a pre-test to the experimental group. Once the treatment was finished, the same group took a post-test. Both tests comprised 10 fill-in-the-blank questions and 10 multiple-choice questions, all related to descriptive text material. The results were analyzed in terms of mean score, maximum score, and minimum score, with all calculations performed using SPSS 25. The complete results can be seen in the following table:

Table 1. The data of pre-test and post-test

	N	Minimum	Maximum	Mean
pretest	25	30	80	51.40
posttest	25	60	90	75.00
Valid N (listwise)	25			

According to the table above, the average score for the pre-test was 51.50, with a maximum score of 80 and aminimum score of 30. In contrast, the post-test showed an average score of 75.00, a maximum score of 90, and a minimum score of 60. These findings reveal a significant improvement in students' performance following the intervention. the rise in the average core, along with the increased minimum and maximum scores in the post-test, indicates that the participants generally performed better compared to their initial results in the pre-test. This improvement reflects the positive effect of the treatment or program applied during the study

a. Normality Test

The normality test was conducted to assess whether the data collected from each learning media in this study followed a normal distribution, one approach commonly used for analysis was non-parametric statistical tests. If the data were normally distributed, they could be processed using t-test statistics. Statistical tests that were used to test this was Shapiro-Wilk test in calculations using the SPSS 25 program. To determine whether the data were normal or not, if the sig value was > 0.05 the data were considered normal, and if the sig value was 0.05 or < 0.05, the data were considered abnormal. The test outcomes are presented in the table below:

Table 2. Test of Normality

	Shapiro Wilk		
	Statistic	df	Sig.
pretest	.941	25	.156
posttest	.932	25	.098

Based on the normality test results conducted using SPSS 25, the significance value (Sig) for the pre-test was 0.156. Since this value is greater than 0.05 (0.156 > 0.05), the data is considered normally distributed. Similarly, the post-test had a significance value of 0.098, which is also greater than 0.05 (0.098 > 0.05), indicating normal distribution of the data. Therefore, according to the Shapiro-Wilk test results, it can be concluded that the research data were normally distributed.

b. Comparison of Pre-test and Post-test

Furthermore, this study provided the overall mean and standard deviation for both the pre-test and post-test, as well as the average score for the listening comprehension evaluation. This method allowed for a direct comparison between the two sets of results. The findings were displayed in the paired samples statistics table, shown in the following table:

Table 3. The Paired Samples Statistics of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Eror Mean
Pair 1	**pretest**	51.40	25	13.808	2.762
	posttest	75.00	25	8.898	1.780

Table 3 shows that the average score for the students' pre-test was 51.40, whereas the average score for the post-test increased to 75.00. The standard deviation was 13.808 for the pre-test and 8.898 for the post-test. These results

demonstrate an improvement in students' listening comprehension performance following the application of the dictogloss technique.

Table 4. Paired Samples Test of Pre-test and Post-test

Paired Differences

		Mean	Std. Deviation	Std. Error Mean	95% confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest & posttest	-23.600	13.808	2.762	-29.300	-17.900	-8.546	24	.000

The statistical analysis results, conducted at a significance level; of 0.05 with a degree of freedom (df) = N-1, where N = 25 and df = 24, indicated a probability value smaller than alpha (α) at 0.00<0.05, this implied that the hypothesis was accepted. In conclusion, there was a significant difference in teaching listening comprehension before and after using dictogloss technique. The researcher found that the dictogloss technique successfully improved the listening comprehension among eighth-grade students at MTs Muhammadiyah Al-Haq Palu.

3.2 Discussion

After presenting the findings, the researcher proceeded to discuss the implication of these findings. After administering the test, implementing the treatment and analyzing the experimental group's, it was discovered that using the dictogloss technique enhances eighth garders' listening comprehension at MTs Muhammadiyah Al-Haq Palu. This finding is supported by the comparison of the pre-test and post-test result within the experimental group.

Dictogloss technique is a teaching technique that can enhance students' skills in learning, especially in listening. As stated by Nunan (2004) in Taheri & Taki (2017) that dictogloss technique is an effective teaching activity, because it engages students in understanding, using, and producing the target language while focusing on applying their grammar knowledge to communicate meaning. This technique also involves the teacher reading a text aloud or playing an audio recording at normal speed, then asking students to write down of key words, understand the content of the text they listen, and collaborate in groups or pairs to rebuild the text. Based on the study that had been conducted, the incorporation of dictogloss technique into the classroom learning environment of eighth grade students at MTs Muhammadiyah Al-Haq Palu, had proven to be valuable strategy to enhancing students' engagement and interest in comprehending. The implementation of the dictogloss technique in learning can improve students listening comprehension especially the ability to recognize words or sound that are being spoken on the audio recorder and understand the main idea of the text.

The improvement of students' listening comprehension using the dictogloss technique was supported first, by Istiqomah et al., (2023), with the results of the study showed dictogloss technique significantly improved the listening comprehension of eighth-grade students at SMP Tri Dharma Palembang. Second, was supported by Said et al., (2023), with the result of study showed the method can improve students collaboration through discussions, new vocabulary addition, improved pronunciation, and increased students involvement, it can be said that the dictogloss technique can listening comprehension among Muhammadiyah University of Bone third-semester English Department Students. Then, the improvement of this study was proven when dictogloss technique was shared with the students; its success was evident from their enthusiasm while listening to the audio and working on the texts they heard. The texts provided by the researcher to the students were varied, including descriptive texts, procedural texts, and narrative texts. Each of these texts contained topics that could attract the students' attention and enthusiasm during the learning process. The habit of listening practiced by the students during the treatment sessions over several meetings helped them become familiar with new vocabulary and improved their listening comprehension.

Hence, it can be therefore inferred that the integration of dictogloss technique of eighth grade students at MTs Muhammadiyah Al-Haq Palu has shown to be successful in improving students' listening comprehension. The positive outcomes observed, including various levels of progress and success in understanding the texts, highlight the incorporating

dictogloss technique into the classroom. Besides enhanced language skills, it also strengthens students' understanding of sounds and the main ideas of the texts.

4. Conclusion

Based on what the researcher found before, that is possible conducted that the application of dictogloss technique significantly enhance the listening comprehension of eighth-grade students at MTs Muhammadiyah Al-Haq Palu. This is evidenced by the improvement in students' listening scores, and their positive feedback on the dictogloss technique, which enhances their ability to identify the main ideas of the text. It also demonstrates that this method effectively boosts academic english listening skills. The final statement is supported by the pre-test and post-test results within the experimental group, where the average score increased from 51.50 in the pre-test to75.00 in the post-test. Also, the t-test showed that students' listening comprehension enhance in a way that was statistically significant, with a p-value less than 0.05. This findings indicated that the dictogloss technique effectively improves students' listening comprehension.

References

Ahmadi, S. M. (2016). The importance of listening comprehension in language learning. *International Journal of Research in English Education, 1*(1), 7–10. https://doi.org/10.18869/acadpub.ijree.1.1.7

Akib, M., & Saputra, H. (2019). The importance of listening skill in learning English. *Journal of English Language Studies, 4*(1), 1–8. https://doi.org/10.30870/jels.v4i1.4520

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.

Flavia, V., & Enachi-Vasluianu, A. (2016). Listening comprehension in communicative competence. *Journal of Innovation in Psychology, Education and Didactics, 20*(1), 39–46.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English Language Teaching, 9*(6), 123–133. https://doi.org/10.5539/elt.v9n6p123

Handayani, F. (2023). The role of listening skill in English language learning. *Journal of English Language Teaching and Education, 11*(2), 45–55. https://doi.org/10.21070/jelte.v11i2.5678

Istiqomah, S., Yuliana, R., & Pratama, A. (2023). Improving students' listening comprehension through dictogloss technique. *Journal of English Language Teaching and Education, 8*(2), 115–124. https://doi.org/10.21070/jelte.v8i2.2311

Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing linguistic and cultural challenges for migrant workers in South Korea. *International Journal of Current Science Research and Review, 8*(2), 904-910.

Nguyen, T. T. (2020). Developing listening comprehension skills in EFL classrooms. *Journal of Language and Education, 6*(3), 54–65. https://doi.org/10.17323/jle.2020.9725

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

Prihandoko, L. A., Tembang, Y., Marpaung, D. N., & Rahman, F. (2019, October). English language competence for tourism sector in supporting socio-economic development in Merauke: A Survey Study. In *IOP Conference Series: Earth and Environmental Science* (Vol. 343, No. 1, p. 012170). IOP Publishing.

Rahmi, N. (2018). The effectiveness of dictogloss technique in teaching listening comprehension. *English Education Journal, 9*(4), 517–530.

Said, M., Abdullah, N., & Rahman, H. (2023). The effectiveness of dictogloss technique in enhancing EFL students' listening comprehension. *International Journal of Language Education, 7*(3), 95–107. https://doi.org/10.23887/ijle.v7i3.6543

Taheri, F., & Taki, S. (2017). The effect of dictogloss on the listening comprehension of Iranian EFL learners. *International Journal of Applied Linguistics and English Literature, 6*(4), 246–252. https://doi.org/10.7575/aiac.ijalel.v.6n.4p.246

Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia. *International Journal of Instruction*, *14*(2), 719-734.

Widhiasih, I. (2019). Improving students' listening skill through dictogloss technique. *Journal of English Teaching and Learning, 8*(2), 99–108. https://doi.org/10.33394/jetl.v8i2.1432

Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, *6*(12), 7627-7634.

Yildirim, S., & Yildirim, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16*(4), 2094–2110. https://doi.org/10.17240/aibuefd.2016.16.4-5000181880