

## ABSTRACT

**Wahyuni, Fanya Dwi Putri (2025): The Influence of Dictogloss as a Learning Technique to Improve Listening Comprehension of Recount Texts for EFL Learners (A Pre-Experimental Study at the Eighth Grade Students of SMPN 1 Majalaya).**

Listening comprehension plays a crucial role in language acquisition, especially for English as a Foreign Language (EFL) learners. It involves processing and understanding spoken language, which is crucial for effective communication and academic success. Mastering listening comprehension requires appropriate teaching and learning techniques. Therefore, this study used the Dictogloss technique.

This study aimed to improve students' listening comprehension skills. The objectives of this study were: 1) To test students' listening skills before being taught the Dictogloss technique in listening instruction, 2) To determine the extent of students' listening comprehension skills after being taught the Dictogloss technique in listening instruction, and 3) To determine the extent of improvement in students' listening comprehension skills after being taught the Dictogloss technique in listening instruction.

The research method used in this study was quantitative. This study employed a pre-experimental design with a one-group pre-test and post-test approach. The researcher used non-probability sampling to select the sample. The sample consisted of 40 eighth-grade students.

The findings of this study indicate that the application of the Dictogloss technique in listening instruction has resulted in significant improvements. The average score before treatment, or pre-test, was 59.25, while the average score after the post-test was 80.75. The results of the paired sample t-test yielded a significance value (Sig. 2-tailed) of  $<0.001$ , which is far below the conventional significance threshold of 0.05. This indicates that the difference between pre-test and post-test scores is statistically significant, so the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted, indicating a significant difference between the scores before and after the treatment.

Based on these results, it can be concluded that the Dictogloss technique is an effective technique for teaching listening comprehension skills. This technique helps students to be more active in the process of listening, understanding, and reconstructing information collaboratively. Therefore, it is recommended that English teachers begin to consider using Dictogloss technique as an alternative listening learning in the classroom.

**Keywords:** *Improvement, listening comprehension, Dictogloss technique, recount of texts*