

THE USE OF CLOZE DICTATION TECHNIQUE TO INCREASE LISTENING COMPREHENSION OF THE EIGHTH STUDENTS OF SMP N 37 SEMARANG IN ACADEMIC YEAR 2023/2024

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Abstract

Listening comprehension is an important education component, especially in modern learning models. This study focused on addressing barriers faced by grade 8 students in SMP Negeri 37 Semarang in understanding spoken narratives. This highlights the importance of effective listening skills to promote learning and communication in educational settings and everyday life. In this study, a pre-experimental design was employed, utilizing a single-group pretest and posttest methodology to assess the efficacy of the Cloze dictation technique in enhancing students' listening abilities. The study included 250 grade 8 students from SMP Negeri 37 Semarang, providing a large sample size for analysis. We conduct a pre-test assessment to determine your basic listening comprehension level and then implement The Cloze Dictation Technique. A post-test assessment is then conducted to measure improvements in listening comprehension following the intervention. The pre-test reveals students' listening skills deficits and highlights the difficulties 8th-grade students currently face in understanding stories. However, a follow-up analysis of post-test scores showed significant improvements in listening comprehension after applying the Cloze dictation technique. These results confirm the effectiveness of an innovative teaching methodology to address students' home understanding challenges. This research underscores the significance of integrating modern methods like Cloze dictation technology to enhance students' ability to comprehend spoken language. By demonstrating the effectiveness of this approach, the study provides educators and policymakers with valuable insights that can help improve teaching methodologies and learning outcomes in educational settings.

Keywords: Listening comprehension, Cloze Dictation Technique, Teaching methodologies

a. Introduction

Education in this modern era has undergone significant changes in teaching and learning approaches. One important aspect of learning is listening skills (Gonulal, 2020). Good listening skills are very important for students to understand information conveyed orally, both in classroom situations and in everyday life (Chou, 2023). With the advent of technology and the increasing prevalence of multimedia platforms, the ability to listen actively and discern crucial information has become indispensable for success in academic pursuits and professional endeavors alike.

In the context of education, problems in students' listening abilities are often encountered. Listening problems refer to difficulties individuals encounter when attempting to comprehend or process auditory information. At SMP Negeri 37 Semarang, the problem of listening comprehension is one of the challenges for Grade VIII students. During the observation, the researcher found out that many students have difficulty understanding spoken conversation, especially when listening to stories or narrative texts. Weak listening comprehension can affect students' overall understanding of the subject matter, their ability to follow instructions, and their ability to communicate.

In overcoming this problem, the use of cloze dictation technique can be an effective strategy. Cloze Dictation is a pedagogical method aimed at assessing students' comprehension of a text. In this technique, students receive a written passage with certain sections intentionally omitted, alongside an oral rendition of the complete text. Afterwards, students listen to the spoken rendition and complete the omitted sections within the written text. While it demands more preparation effort from the examiner, cloze dictation tends to be perceived as relatively straightforward by students due to the abundance of sensory cues provided by both the written and spoken versions. This approach effectively evaluates both reading and listening skills and encourages vocabulary acquisition through contextual learning.

Several previous studies have shown the benefits of using cloze dictation technique in increase students' listening comprehension. However, research on using cloze dictation technique to increase listening comprehension for junior high school students is still limited, especially at SMP Negeri 37 Semarang. Consequently, the primary objective of this research is to investigate the efficacy of implementing the cloze dictation technique as a means of enhancing the listening comprehension skills of eighth-grade students enrolled at SMP Negeri 37 Semarang. This study is also important because good listening comprehension has a broad positive impact on students' academic and social abilities. With increase listening ability, students will be able to follow directions better, following the lesson with a better understanding, and communicate in a manner effective with friend peers and teachers (Lestary, 2019).

Use of cloze dictation technique as a learning strategy as well increase interest and motivation student in learn. Cloze dictation technique offers interesting and fun experience for students, who can motivate they for involved active in the learning process. With increase interest students, learning will become more effective and fun (Jakob, 2018). This study is also relevant with development of technology and

latest education trends. In the digital age, access to listening audio very easy through online platforms and applications mobile. Because of it, the use of cloze dictation technique as tool learning can be implemented with easily and efficiently in schools.

The cloze dictation technique not only serves as a means to enhance listening comprehension but also offers additional benefits in the realm of education. By engaging students in active listening and participation, this technique promotes critical thinking skills and fosters a deeper understanding of the material being studied. Furthermore, it encourages students to develop their language proficiency by providing opportunities for vocabulary acquisition and grammatical reinforcement. Additionally, the interactive and hands-on nature of cloze dictation can contribute to a positive classroom atmosphere, fostering collaboration and peer learning among students. Overall, by incorporating the cloze dictation technique into teaching practices, educators can create dynamic and engaging learning environments that cater to the diverse needs and learning styles of students.

In school context, this research can give important benefits for teachers and teaching staff. By understanding the benefits of using cloze dictation technique, teachers can integrate this method into curriculum and everyday teaching. Besides that, these learning outcomes can be the basis for further development in the field of education and research on listening learning. This research has a very relevant and important purpose in the context of education at SMP Negeri 37 Semarang. Through this learning, it is hoped that a more effective, interactive, and interesting learning environment will be created for students, as well as increasing their full listening comprehension. By conducting this research, it is hoped that empirical evidence will be found in relation to use cloze dictation technique as an effective method in increasing students' listening comprehension. The results of this study are expected to provide recommendations to teachers and related parties to implement more innovative teaching methods in increasing students' listening comprehension at SMP Negeri 37 Semarang.

b. Literature Review

Listening Comprehension

According to Hamouda (2013:117), listening comprehension is viewed as a multifaceted and interactive process wherein listeners actively engage in constructing meaning. Listeners decode oral input by drawing on various elements such as sound patterns, existing vocabulary knowledge, grammatical structures, stress, intonation, as well as linguistic, paralinguistic, and contextual cues. Similarly, Rost (2014) describes listening comprehension as a complex and interactive process where listeners participate in dynamically interpreting meaning. This involves deciphering the speaker's accent or pronunciation, understanding the speaker's grammar and vocabulary, and grasping the intended message. To achieve comprehension, sufficient attention and concentration are required to prioritize the message over other competing auditory stimuli.

Listening comprehension involves the capacity to grasp spoken content through auditory channels. Gilakjani & Sabouri (2016) characterized listening comprehension as the aptitude to perceive another's communication via the senses, particularly the ears, and ascribe significance to the conveyed message for comprehension. It extends beyond merely understanding the literal content and supplementary details of spoken material; it encompasses interpreting the thoughts, emotions, and intentions conveyed by speakers. Listening comprehension transcends mere auditory perception; upon hearing the message, listeners must also construct meaning in their minds, which is crucial for effective communication (Ahmadi, 2016).

Cloze Dictation Technique

The Longman Dictionary of Applied Linguistics, as cited in Kazazoğlu (2013:1338), defines "dictation" as a method utilized in both language instruction and evaluation, involving the oral presentation of a passage to students or test takers, with intervals during which they endeavor to transcribe what they have heard as accurately as possible. Davis and Rinvolutri, also referenced in Kazazoğlu (2013:1338), characterize dictation as the process of deciphering English sounds and transcribing them into written form. Additionally, Nation, as cited in Kazazoğlu (2013:1339), views dictation as a valuable technique for language-focused teaching and learning. Its primary benefits include assisting students in identifying and rectifying grammatical errors, fostering attentive listening, refining sound discrimination skills, facilitating punctuation acquisition, and enhancing auditory comprehension.

Incorporating dictation techniques into language instruction offers several additional dimensions beyond simple transcription exercises. Firstly, dictation serves as a valuable tool for assessing students' listening comprehension skills, as it requires them to accurately transcribe spoken language into written form. Moreover, dictation activities can be tailored to target specific linguistic features, such as grammar, vocabulary, or pronunciation, allowing instructors to address areas of weakness or reinforce previously taught concepts. Additionally, dictation exercises promote active engagement and participation in the learning process, as students must attentively listen to spoken passages and actively process linguistic input. Furthermore, dictation activities can be adapted to suit various learning preferences and styles, making them versatile tools for differentiated instruction. Overall, the incorporation of dictation techniques into language teaching provides a dynamic and interactive approach to language learning, offering students opportunities for meaningful language practice and skill development.

Various dictation techniques have been utilized for testing purposes, including standard dictation, partial dictation (also known as cloze dictation), dicto-comp,

dictation with background noise, and elicited imitation. Currently, researchers have employed the cloze dictation technique to enhance students' listening comprehension. Cloze dictation, also referred to as partial dictation, combines elements of dictation with the cloze procedure. In this method, the entire passage is presented audibly, while only a portion is provided in written form, with the omitted sections serving as prompts for the examinee to transcribe what they hear. While all content is orally presented, only specific segments are dictated for transcription. This technique offers significant flexibility and can be adapted to vary the complexity of the text, differing somewhat from the traditional dictation format (Herusatoto, 2017).

c. Method

This research utilized a pre-experimental design, specifically employing a single-group pretest- posttest design with a quantitative methodology. Notably, the research design did not include a control group. The pre-test was conducted prior to administering the treatment, while the post- test was administered subsequent to the treatment. Both tests were conducted within a single group. The study population comprised eighth-grade students from SMPN 37 Semarang for the academic year 2023/2024, encompassing eight classes with a total of 250 students. Purposive sampling is used in this study to select the study's sample. In other words, the researcher selects the sample based on her prior experience and knowledge of the sample population. The researcher employed two classes, the first for instrument trials and the second as a sample for tests as a pre-test and post-test class. Moreover, the researcher chose class VIII G based on her internship experience at the school as teacher recommendations.

The researcher employed a listening comprehension test as the primary research instrument, utilizing a multiple-choice format. The test content was sourced from the internet and was administered both as a pre-test and post-test. The pre-test served to gauge students' listening performance before any intervention, while the post-test was designed to evaluate their listening abilities after receiving treatment. Each test comprised 10 questions. The pre-test and post-test methodologies were employed for data collection, involving administering both tests to the research subjects. The pre-test was conducted at the outset of the study to assess students' listening test scores before any treatment, while the post-test was administered following the conclusion of the study.

One of the main criteria for quantitative study findings is validity. The study outcome is considered valid if there is a correlation and similarities between the gathered data and the research object. A valid instrument is a measurement equipment used to collect data. The researcher used SPSS software to calculate the test's validity after receiving the try-out data. When comparing the measured

r-value to the table r-value if the test item is valid if the value of $r_{count} > r_{table}$. Comparing the significant value (2-tailed) if the significant value (2-tailed) $< 0,05$ and the Pearson Correlation (r_{count}) is positive, then the test item is valid. A reliable test is consistent and dependable. The researcher determined the instrument's dependability by comparing the reliability value (r_{10}) to the r-table. The systemic decisions made to test an instrument were as H_a is accepted if $r_{10} > r_{table}$.

The researcher used the data gathered to determine the outcome. The data analysis result was used to determine the statistically significant score discrepancies. After receiving the pre-test results from an essay test, the researcher analyze the scores on students' listening comprehension skills for the first time. The following table shows how the researcher categorizes the student's scores using five absolute grading scales.

a. **Table 1 Classification Students Score**

Score	Grade
90 - 100	Excelent (A)
80 - 89	Good (B)
70 - 79	Adequate (C)
60 - 69	Inadequate (D)
<60	Falling (E)

Source: Brown (2004)

Researchers possess the post-test scores of the students, which are subsequently utilized to analyze whether there exists a significant disparity between the pre-test and post-test values. Prior to data processing, the students' post-test scores need to be categorized, akin to the classification of pre-test scores. Thus, the evaluation adheres to Table 1, which outlines the classification of student scores.

The researcher employed SPSS Statistics to determine if there was a statistically significant difference between the pre-test and post-test results. Analysis revealed that the computed T-test value exceeded the critical value from the T-table, leading to the rejection of the null hypothesis (H_0). Acceptance of the alternative hypothesis (H_a) occurred when a significant disparity was observed in the pre-test and post-test scores subsequent to the implementation of the strategy in the listening comprehension learning process.

A low t-test value, resulting in the calculated value falling within the t-table range, implies the acceptance of the null hypothesis and the rejection of the alternative hypothesis. This suggests that there is no significant improvement observed between the pre-test and post-test scores before and after implementing the strategy in the listening comprehension learning process.

b. Table 2 The Classification of Testing Used to Accept or Reject The Hypothesis

Testing	H ₀ (Null Hypothesis)	H _a (Alternative Hypothesis)
T-test > T-table	Rejected	Accepted
T-test < T-table	Accepted	Rejected

Source: Gay et al. (2012)

d. Finding and Discussion

This chapter presents the findings and discussions derived from the research. It encompasses the outcomes of the pilot study, the main research results, and an in-depth discussion thereof. The study's findings were obtained through the implementation of a pre-experimental approach and subsequent quantitative analysis of the data.

Result of The Try-Out Test

Using the Pearson Product Moment Formula, the researcher determined the instrument's validity as follows:

Result Validity of The Test

Table 3 Result of Validity Instrument Test

Question Number	R-Table	R-Count	Sig	Criteria
1	0,374	0,494	0,006	Valid
2	0,374	0,387	0,035	Valid
3	0,374	0,485	0,007	Valid
4	0,374	0,555	0,001	Valid
5	0,374	0,614	0,000	Valid
6	0,374	0,378	0,039	Valid
7	0,374	0,417	0,022	Valid
8	0,374	0,546	0,002	Valid
9	0,374	0,396	0,030	Valid
10	0,374	0,387	0,035	Valid

After performing calculations using the Pearson product-moment correlation, it was found that out of the total test items, 10 exhibited validity. This means that based on the Pearson product- moment correlation analysis, ten of the items tested were considered valid. Consequently, this computation outcome indicates that these ten test items met the established validity criteria set in the research.

Result Reliability of The Test

Table 4 Result of Reliability Instrument Test

Cronbach's Alpha	N of Items
0,659	10

The calculation found that r_{10} (the total of reliability tests) is 0.659. The r_{table} of product-moment was then examined with a significant level of 5% and a sample size of 30 (N30), resulting in a r_{table} of 0.374. The reliability of 0.659 is larger than the r_{table} , indicating that the researcher's instrument of measurement was reliable.

The Student's Listening Comprehension Before Being Taught by Using Cloze Dictation Technique

After establishing the validity and reliability of the test instruments, the researcher proceeded to conduct the pre-test. This step was crucial as it allowed the researcher to evaluate students' initial listening comprehension levels before implementing the Cloze Dictation Technique. The pre-test served as a means to assess the relevance of students' listening comprehension both before and after being instructed using the Cloze Dictation Technique. In this pre-test, students were administered a multiple-choice test comprising ten questions, aimed at gauging their baseline listening comprehension skills before engaging in the Cloze Dictation Technique activities.

Table 5 Pre-test Score of Students

Student's Code	Score	Category
X-1	50	E
X-2	60	D
X-3	60	D
X-4	70	C
X-5	60	D
X-6	50	E
X-7	70	C
X-8	80	B
X-9	70	C
X-10	60	D
X-11	70	C
X-12	50	E
X-13	50	E
X-14	60	D
X-15	70	C

X-16	70	C
X-17	60	D
X-18	60	D
X-19	70	C
X-20	60	D
X-21	70	C
X-22	50	E
X-23	70	C
X-24	70	C
X-25	60	D
X-26	50	E
X-27	60	D
X-28	50	E
X-29	60	D
X-30	70	C
Mean	62,00	

Table 3 shows that numerous students received the lowest and highest scores following the pre- test, with the lowest score being 50 and the highest score being 80, with a mean value of 62,00. The table demonstrates that, despite being educated about listening comprehension, some students still need to comprehend what is associated with listening comprehension entirely. The overall score fell short of expectations. The researcher then showed a variety of listening methodologies, notably those based on the Cloze Dictation Technique. The researcher described this method to students in order for them to recognize and readily understand the questions they read, as well as their expectations after being given information related to the Cloze Dictation Technique in listening comprehension, and can contribute knowledge to students.

The Student's Listening Comprehension After Being Taught by Using Cloze Dictation Technique

The researcher must establish the students' abilities after treatment before determining the significance of their listening comprehension before and after being taught visualization skills utilizing the Cloze Dictation Technique. They must be conscious of their ability to listen. The researchers administered a posttest after the pre-test and treatment. To determine this listening comprehension, the researcher administers a post-test. The post-test questions are identical to those on the pre-test, which consists of 10 multiple-choice exam questions.

Table 6 Post-test Score of Students

Student's Code	Score	Category
X-1	70	C
X-2	80	B
X-3	80	B
X-4	90	A
X-5	80	B
X-6	70	C
X-7	80	B
X-8	90	A
X-9	80	B
X-10	70	C
X-11	80	B
X-12	80	B
X-13	70	C
X-14	80	B
X-15	80	B
X-16	80	B
X-17	80	B
X-18	80	B
X-19	80	B
X-20	70	C
X-21	80	B
X-22	70	C
X-23	80	B
X-24	80	B
X-25	80	B
X-26	80	B
X-27	70	C
X-28	70	C
X-29	80	B
X-30	80	B
Mean	78,00	

Following the post-test, several students achieved the lowest and highest scores, with the lowest being 70 and the highest being 90, resulting in an average of 78,00. The table illustrates that these tactics can help students study and understand listening comprehension by utilizing the Cloze Dictation Technique in listening and making it easier to answer the questions presented by researcher regarding post-test scores. Students understand that these methods can be used

and benefit learning since they make it easier for students to study listening comprehension and answer questions. The result is good since students outperform their pre-test results in listening comprehension after using the Cloze Dictation Technique.

The Significant Differences Between Students' Listening Comprehension Before and After Being Taught Using The Cloze Dictation Technique

The calculation presents data in tabular form and utilizes the SPSS program to determine students' pre-test and post-test listening comprehension scores, including their classification, average score, and standard deviation. The results are detailed in the table provided:

Table 7 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	62.0000	30	8.469	1.546
	POSTEST	78.0000	30	5.509	1.006

The average pre-test score is 62.00, which is factored into the categorization. The previous test provided the experimental class students with a multiple-choice without employing the Cloze Dictation Technique for learning in class. In the following meetings, the researcher introduced the Cloze Dictation for listening comprehension to the students; step one was about planning.

The researcher explained the Cloze Dictation Technique for listening comprehension during the treatment. Before the post-test, the researcher's explanation was re-evaluated, beginning with the explanation at the beginning of the meeting outlining the material for applying the Cloze Dictation Technique. Following that, the researcher used multiple-choice questions to examine the students' listening comprehension abilities after teaching them how to use the Cloze Dictation Technique in listening comprehension. According to Table 7, the average post-test score is 78.00 due to the learning process.

Table 8 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	30	.644	.000

The findings of the learning process outlined in Table 8 are evaluated based on whether the hypothesis falls below 0.05, in which case it is accepted, or exceeds > 0.05, indicating rejection. This determines the presence of a relationship between the researcher's pre-test and post-test data. Analysis of the SPSS data revealed a correlation coefficient of 0.644 between the pre-test and post-test results. Given that this correlation falls below the threshold of 0.05, the researcher acknowledges its significance.

Table 9 Paired Samples Test

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTEST	-16.333	6.687	1.221	-18.830	-13.836	-13.379	29	.000

According to Table 9, the outcomes of the learning process align with the hypothesis acceptance criteria; when the value is less than 0.05, it is accepted, while a value of 0.00 is accepted when it exceeds >0.05. The findings, computed using SPSS by the researcher, indicate that the implementation of the Cloze Dictation Technique effectively enhances students' listening comprehension. The paired sample test results in Table 4.5 demonstrate the efficacy of this strategy in improving students' listening skills.

The mean difference observed between the pre-test scores, initially recorded at 62.00, and the post-test scores, which averaged at 78.00, indicates a substantial improvement in student performance following the implementation of the Cloze Dictation Technique aimed at enhancing listening comprehension skills. This noteworthy increase in scores suggests that the utilization of the Cloze Dictation Technique effectively contributed to enhancing students' abilities to comprehend spoken language.

Furthermore, this observed mean difference of 16.00 points underscores the efficacy of employing the Cloze Dictation Technique as an instructional strategy. It demonstrates that students' listening comprehension skills experienced a significant enhancement after engaging with activities designed to incorporate this technique. This improvement is particularly remarkable given the relatively short duration between the pre-test and post-test assessments, indicating the effectiveness of the instructional intervention within a limited timeframe.

The increase in mean scores from 62.00 to 78.00 reflects the positive impact of the Cloze Dictation Technique on students' listening comprehension abilities. This enhancement could be attributed to several factors inherent to the technique itself. For instance, the interactive and engaging nature of Cloze Dictation activities likely promoted active listening and comprehension among students. Additionally, the targeted focus on filling in missing information within spoken passages may have encouraged students to pay closer attention to details, thereby improving their overall comprehension skills.

At SMPN 37 Semarang, the researcher conducted a study titled "The Use of Cloze Dictation Technique to Increase Listening Comprehension." Through this research, the pre-test and post-test assessments revealed a notable enhancement in students' listening comprehension skills. These findings resonate with prior

research conducted by Ratnawati (2013), where similar improvements were observed in students' listening comprehension abilities. In Ratnawati's study, the t-test results also indicated a significant improvement in students' listening comprehension following the implementation of an intervention, mirroring the outcomes of the current research.

One striking similarity between the two studies lies in their research methodology, both employing the pre-experimental method. This approach involves conducting assessments before and after the intervention to gauge its effectiveness, making it a suitable choice for evaluating the impact of instructional strategies like the Cloze Dictation Technique on students' listening comprehension skills. By adopting this methodological framework, both studies were able to establish a causal relationship between the intervention and the observed improvements in students' listening comprehension abilities.

Furthermore, the consistency in findings across these studies suggests the robustness and generalizability of the results. The replication of positive outcomes in different educational settings reaffirms the efficacy of employing the Cloze Dictation Technique as a means to enhance students' listening comprehension skills. This consistency also lends credibility to the broader applicability of this instructional approach across various contexts within the field of language education.

Although earlier research employed a similar strategy, namely the Cloze Dictation, there are distinctions between this research and previous studies, including variations in the research gap, method, research focus, and media used. The previous research Rasyid (2015) uses a Descriptive Research and listening test. In her research, Zahro (2018) uses quasi-experiment and the instrument of this research is listening test. Meanwhile Qazi et al. (2023) also uses quasiexperiment and uses improvement in grammar, vocabulary, reading, and listening comprehension. Saputra (2018) conducted research employing a descriptive quantitative research design coupled with an experimental approach. The study evaluated students' scores using the Cloze Dictation Technique as a medium to gauge their listening achievement. An oral test served as the primary instrument for the study.

The Cloze Dictation Technique for Listening Comprehension can help students increase their comprehension of the listening topic. As a result, they made the most of their listening time and improved their grade. The Cloze Dictation Technique addresses a learning difficulty and increases listening comprehension. According to the study's findings, the Cloze Dictatio Technique is one of the most effective listening comprehension methods for students. Overall, the researcher's research findings have a significant impact.

During the first meeting of the experimental class, the researcher administered a pre-test consisting of 10 multiple-choice questions. Students have 30 minutes to work on the problem. The experiment included a sample of 30 students from class VIII G. The discovery concerns students' listening abilities before being taught using the Cloze Dictation Technique. The discovery impacts students' listening ability before they are taught the Cloze Dictation Technique. As a result, this pretest value is utilized as a starting point to assess students' first listening comprehension.

According to the test, students needed help taking the test, resulting in less-than-optimal scores. To create comparisons, the researcher took the average value of each pre-test and post-test. The results of the students' pretest revealed an average score of 62.00. It means the students' mean score of pretest before doing treatment is inadequate (D). The researcher concluded that one of the issues that caused students to become bored and uninterested in listening comprehension was the teacher's approach to instruction, which was constantly boring. As a result, many students become bored when studying English, particularly listening comprehension, because teachers must mix her method with other methods or strategies in the learning process.

At the second meeting, specifically after the treatment was administered, a post-test was administered to see whether or not the students' scores improved as a result. The post-test questions are the same as the pre-test ones; they have 30 minutes to complete them. Following the collection of post-test data, the average post-test score was computed. The average value resulted in a value of 78.00. It means the students' mean score of post-test before doing treatment is adequate. The final findings acquired the average score of each test (pre-test and post-test) and compared the differences. The pre-test produces an average of 62.00, whereas the post-test produces an average of 78.00. The researcher discovered significant variations in listening comprehension between students taught using the Cloze Dictation Technique. Based on the differences in student test scores before and after using the Cloze Dictation Technique to improve student's listening comprehension, using the Cloze Dictation Technique in learning listening comprehension is accepted and works well in improving students' listening comprehension.

e. Conclusion

According to the findings of this study, the student's original score before applying the Cloze Dictation Technique can be classified as a minimum score, or the value needs to be revised. Because children have poor listening comprehension skills, they receive inadequate exam results. Significant differences exist in student's listening comprehension before and after using Cloze Dictation Technique, as measured by the pretest and post-test. While numerous students scored lower than the maximum on the pre-test, learning about the Cloze Dictation

Technique resulted in a significant difference in post-test results. This method is very successful in increasing student's listening comprehension skills.

According to the study's findings, the Cloze Dictation Technique emerges as a highly effective strategy for enhancing students' listening comprehension skills. The research outcomes carry considerable implications, suggesting that students can utilize this technique to effectively comprehend and analyze listening materials related to various problems. A comparison of the mean pre-test and post-test scores among Class VIII students at SMPN 37 Semarang for the 2023/2024 Academic Year reveals noteworthy differences. Specifically, the pre-test score averages at 62.00, while the post-test mean rises to 78.00. These results underscore the significant improvement in students' listening comprehension abilities following the adoption of the Cloze Dictation Technique, indicating a substantial difference between pre-test and post-test performance.

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