

ABSTRACT

THE INCORPORATION OF INQUIRY-BASED LEARNING WITHIN DICTOGLOSS TECHNIQUE IN ENHANCING STUDENTS' LISTENING COMPREHENSION

By:

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This research investigates the effectiveness of incorporating Inquiry-Based Learning (IBL) with the Dictogloss technique on students' listening comprehension and explores student perceptions toward this pedagogical intervention and the use of synthetic (AI-generated) voices. The study employed a pre-experimental method using a one-group pre-test and post-test design. The sample consisted of 30 students from MAN 1 Bandar Lampung. Data were collected using listening comprehension tests (pre-test and post-test) and two sets of Likert-scale questionnaires to assess perceptions of the learning method and the synthetic voice technology. The quantitative data were analyzed using the Wilcoxon Signed-Rank Test due to the non-normal distribution of scores.

The results revealed a statistically significant improvement in students' listening comprehension scores ($p = 0.009$), with the mean score increasing from 80.17 to 84.33. Regarding specific listening aspects, Detail Recognition demonstrated the highest improvement followed by Vocabulary and Sequence Recognition, while Main Idea and Inference showed the least improvement due to a potential ceiling effect. The perception analysis indicated a near-universal positive response (96.7%) toward the IBL-Dictogloss technique, particularly in the dimensions of social interaction and motivation. Furthermore, while students responded positively to the use of synthetic voices for promoting independent problem-solving (73.3% agreement), the study identified technical limitations regarding the clarity of directions. This research concludes that incorporating IBL with Dictogloss is an effective strategy for enhancing listening skills and learner autonomy, though the implementation of synthetic voice technology requires optimization for direction delivery.

Keywords: *Listening Comprehension, Inquiry-Based Learning (IBL), Dictogloss Technique, Synthetic Voice, Students' Perception.*