

Research Article

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The Effect of Directed Listening-Thinking Activity (DLTA) Strategy on Improving Listening Comprehension Skills Among Fifth-Grade Female Students in Jordan

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Abstract

Objectives. This study aimed to investigate the effect of the Directed Listening-Thinking Activity (DLTA) strategy on improving listening comprehension skills among fifth-grade female students in Jordan.

Method. This study employed a quasi-experimental design. To achieve its objectives, a 30-item listening comprehension test was constructed. The subjects of the study consisted of 45 fifth-grade female students, divided into two groups: 24 students in the experimental group taught by the DLTA strategy and 21 students in the control group taught by the traditional strategy.

Results. The results revealed that there is a statistically significant effect of the DLTA strategy on improving listening comprehension skills among the students.

Conclusion. The study highlights the effectiveness of DLTA in fostering better listening skills and suggests its potential for broader application in educational settings to improve students' comprehension abilities.



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1. Introduction

Language serves as a medium for communication and interaction among individuals. It comprises four integrated skills categorized into two levels: the receptive level, which includes listening and reading, and the productive level, which includes speaking and writing (Al-Hallaq, 2010). The success of the educational process depends on these skills, which are interrelated, as each skill influences the others. These four skills cannot be practiced in isolation from thinking; rather, each skill is linked to an active cognitive process aimed at conveying the intended meaning (Habiballah, 2009).

Listening is the first skill through which learners engage with their human and natural environment, allowing them to recognize and interact with various social contexts. It plays a crucial role in the development of other language skills and serves as an indispensable means of communication for preserving heritage and facilitating learning (Al-Hashemi & Al-Azzawi, 2005).

Listening comprehension is the primary goal of listening and forms the foundation of the educational process across all academic disciplines. Acquiring proper language proficiency relies on effective listening, enabling proficient listeners to receive and comprehend inputs, which, in turn, facilitates their ability to utilize them in speaking and writing skills (Ross, 2006). Therefore, educators place significant emphasis on listening comprehension, as it is a constructive process that requires listeners to exert cognitive effort and actively engage with the auditory text within a cultural context that aligns with their prior knowledge and experiences (Abdelbari, 2011).

Since listening comprehension skills are fundamental to the learning process, students require intensive training and purposeful teaching to enhance their abilities in this area. This necessitates that teachers employ effective teaching strategies that provide students with multiple opportunities for active listening, helping them develop their ability to comprehend spoken content, analyze the information received, and ultimately enrich their understanding and overall language skills (Al-Khawaldeh & Al-Hawamdeh, 2016).

In line with this, Dimassi (2017) asserts that developing listening comprehension skills is not an unstructured process; rather, teachers should employ teaching strategies that enhance students' listening comprehension skills. This has led to the need for effective strategies that support the development of listening comprehension skills, one of which is the Directed Listening-Thinking Activity (DLTA) strategy.

The DLTA is an effective strategy for enhancing students' listening comprehension skills. It helps them develop active listening, extract main ideas, and predict content, thereby strengthening their analytical abilities while listening. Additionally, this strategy is suitable for addressing the challenges faced by students with weak listening comprehension. Furthermore, DLTA offers teachers a clear way to present and discuss audio stories in an organized manner, fostering student engagement and creating a more stimulating learning environment (Reutzel & Cooter, 1992).

Given the potential benefits of DLTA, this study aims to bridge the research gap in local and Arabic studies by investigating the effect of the DLTA strategy on improving listening comprehension skills in Arabic among basic stage students. While previous studies have mainly focused on various strategies within the context of teaching English, there is a notable lack of research investigating the effectiveness of DLTA in Arabic language instruction. The study seeks to provide valuable insights into how this strategy can enhance students' ability to process and understand audio texts more effectively by addressing this gap.

Based on the above, and given the importance of learning listening comprehension skills as the core of listening, the current study was conducted to investigate the effect of the DLTA strategy on improving listening comprehension skills among fifth-grade female students by answering the following question: "Are there statistically significant difference at the significance level of ($\alpha=0.05$)

between the mean scores of the study's subjects in the listening comprehension skills test attributed to the teaching method (DLTA strategy, the traditional strategy)?”.

The significance of this study lies in both its theoretical and practical contributions. Theoretically, it explores an active learning strategy aimed at enhancing listening comprehension skills, offering a framework for understanding the DLTA strategy, its stages, and its features. This can support curriculum developers in integrating it into elementary education, enriching teaching methodologies for listening comprehension. Practically, the study applies the DLTA strategy to address students' weaknesses in listening comprehension, assesses their actual performance levels, and aims to improve them. The findings may assist Arabic language curriculum developers in Jordan, as well as teachers and educational supervisors, by providing an effective strategy to enhance students' listening comprehension skills.

2. Literature Review

2.1. Listening comprehension

Listening comprehension is defined as "the intentional reception of spoken language for the purpose of understanding and evaluating it" (Harmer, 1998, p. 99). It is a deliberate activity involving the hearing process with full concentration to grasp the intended meaning (Wang, 2010). Listening comprehension develops and evolves from early childhood, allowing individuals to acquire vocabulary, linguistic patterns, structures, ideas, and concepts. Effective listening requires attention, concentration, and active processing of the received information (Rega, 2000).

Buck (1991) describes listening comprehension as a mental state that integrates the listener's prior knowledge with newly received information and ideas. This process necessitates the use of reception strategies, monitoring techniques, and cognitive engagement to comprehend, retain, and recall the meanings and concepts embedded in the auditory text. Similarly, Smith (2012) affirms that listening comprehension equips students with linguistic structures, vocabulary, sentences, information, and ideas, fostering their capacity for learning and engagement with events.

Listening comprehension skills are classified according to cognitive levels into four categories: literal, interpretive, critical, and creative comprehension (Abdelbari, 2011; Asr, 2005; Madkour, 2000). The literal level includes identifying the main and supporting ideas of the topic, determining the literal meanings of words and phrases, recognizing key sentences and keywords in the auditory text, understanding linguistic features of the spoken content, and following the sequence of ideas and events. The inferential level involves interpreting ambiguous words in the auditory text, understanding figurative meanings, recognizing the relationship between main and supporting ideas, identifying implied meanings, interpreting the speaker's emotions, predicting future events, and drawing conclusions from the auditory text. The critical level includes distinguishing between opinions and facts, identifying irrelevant sentences, evaluating story characters and justifying preferences, detecting bias or humor, and recognizing incorrect linguistic structures. Finally, the creative level involves adding details or events to the auditory text, completing the text with an appropriate ending based on previous information, generating the largest possible number of words expressing a specific meaning, proposing solutions to presented problems, producing creative ideas to enhance the text, and reconstructing the text in a new format.

Based on the aforementioned classification, the developed Arabic language curricula in Jordan have adopted a classification for listening comprehension skills, which is also employed in the present study. It consists of three levels: auditory recall, comprehension and analysis, and critical evaluation and appreciation of the auditory text. The auditory recall level includes recalling instructions or events in the order they appear in the auditory text, remembering names of characters, places, and dates mentioned in the text, recalling words and sentences that follow specific linguistic patterns,

remembering the first or last sentence in the auditory text, and identifying the characters in a story. The listening comprehension and analysis level involves predicting the speaker's intent, reorganizing and sequencing events, excluding ideas that are not relevant to the auditory text, identifying the genre of the auditory text, and deriving values and attitudes presented in the text. Finally, The listening appreciation and criticism level includes expressing appreciation or dissatisfaction with the heard content in terms of style and information, giving opinions on its substance, distinguishing cause from effect, transforming the content into a dialogue or dramatized scene, and suggesting alternative suitable titles for the text (Al-Bashir et al., 2022).

Based on the above, the researchers believe that enhancing students' listening comprehension is of great importance. It equips them with essential skills necessary for their educational success and helps them become proficient listeners who can receive auditory signals and assign meaning to them. This process involves recognizing spoken symbols, understanding, interpreting, and responding to them, as well as exerting cognitive effort and maintaining attention to achieve comprehension and meaning construction.

2.2. DLTA strategy

The DLTA strategy was first introduced by Stauffer, who emphasized that students listen, predict, justify, verify their predictions based on the given text, share and evaluate predictions, ask and answer questions, engage in critical thinking, and construct meaning based on their prior knowledge (Stauffer, 1975). Barone et al. (2005, p. 68) define DLTA as "a strategy used to teach comprehension of heard texts read aloud by the teacher to students." Similarly, Wibowo (2016, p. 56) defines it as "an activity used to help improve student learning by allowing them to ask and answer questions while being aware of the type and comprehension of the story's content, guiding their predictions and verifying their accuracy, thereby developing their listening comprehension skills".

The DLTA strategy aims to equip students with the skills necessary to comprehend, analyze, and deepen their understanding of texts (Budiyanto et al., 2021). It allows students to express their predictions and thoughts about the presented texts, thereby enhancing their engagement with the learning material. Moreover, it contributes to improving analytical and evaluative skills, enabling students to better understand, interpret, and infer precise meanings from texts. Additionally, this strategy strengthens the teacher's role as a guide and facilitator, which fosters a more interactive relationship between the teacher and students (Al-Khayyat, 2015).

Furthermore, the DLTA strategy plays a role in developing students' thinking skills. It nurtures inquiry, exploration, and questioning—natural traits of the human mind. Learners are naturally curious, seeking answers and exploring everything around them. They actively engage in activities requiring the use of their cognitive abilities to comprehend what they hear and read. This strategy represents a turning point in overcoming barriers toward a deeper emphasis on comprehension, interaction between teacher and student, and building on prior knowledge. It encourages students to formulate hypotheses about the text and verify their validity (Dalton, 2007).

Al-Rawe and Firas (2018) indicate that the DLTA strategy consists of three sequential steps. In the pre-listening stage (introducing the story and making predictions), students are prepared to listen by reading the title, asking questions, and discussing topics before listening. This enables them to anticipate events in the text, recall prior knowledge, assess what they already know, and establish a suitable context for understanding new ideas. In the while listening stage (Listening, thinking, and predicting), students listen to the text, formulate new questions and predictions, connect their prior experiences with the text's information, engage in discussions involving the entire class, compare predictions with what they have learned, review and correct misconceptions, integrate information with their prior knowledge, and draw conclusions from what they have heard. In the post-listening stage (providing supporting evidence), students recall information from the story to support their

predictions while considering individual differences and cognitive and social backgrounds. They also identify the information that led them to change their predictions, summarize their thoughts, and share their opinions.

Based on the above, the researchers believe that the DLTA strategy is an ideal teaching strategy for developing listening comprehension and thinking skills. It relies on prediction throughout all its stages—starting with making predictions, then verifying them, and finally providing evidence to confirm their accuracy.

2.3. Previous Studies

Several studies have examined the impact of the DLTA strategy on improving listening comprehension skills across different countries, indicating its temporal and geographical diversity. The following is a review of these studies, which reveal a scientific gap due to the scarcity of studies on the effect of this strategy on improving listening comprehension skills in Arabic. The researchers reviewed these studies, highlighting their key features, covering the period from 2015 to 2024, arranged chronologically from the oldest to the most recent.

In Iraq, Al-Khayyat (2015) conducted a study to investigate the impact of the DLTA strategy on enhancing university students' listening comprehension skills. The study included 51 students from Anbar University, divided into two groups: 25 students in the control group, who were taught using traditional methods, and 26 students in the experimental group, who were taught using the DLTA strategy. The results indicated that students exposed to the DLTA strategy showed significant improvement in their listening comprehension skills compared to their peers in the control group.

Al-Rawe and Firas (2018) conducted a study in Iraq to explore the potential correlation between the DLTA strategy and the listening proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). The aim was to help students overcome listening difficulties and become proficient listeners in English. The study included 260 students from the English Department at Al-Ma'arif University College in Anbar Province, divided into two groups: 129 students in the experimental group, who were taught using the DLTA strategy, and 131 students in the control group, who were taught using traditional method. The results confirmed the effectiveness of the DLTA strategy in improving students' listening abilities and reducing factors that cause distraction and poor comprehension.

Natasya (2019) conducted a study in Indonesia to explore the impact of the DLTA strategy on improving listening comprehension among seventh-grade students, particularly in understanding songs. The study involved 50 students divided into two groups: 25 students in the experimental group, who were taught using the DLTA strategy, and 25 students in the control group, who were taught using traditional method. The results showed that students in the experimental group demonstrated significant improvement in their listening comprehension and ability to understand song meanings compared to the control group.

Pristya Dhea (2019) conducted a study in Indonesia to examine the impact of the DLTA strategy on improving listening skills among seventh-grade students. The study included 50 students, divided into two groups: 25 students in the experimental group, who were taught using the DLTA strategy, and 25 students in the control group, who were taught using traditional method. The results indicated a significant impact of the DLTA strategy on enhancing students' listening skills.

Budiyanto et al. (2021) conducted a study in Indonesia to investigate the effectiveness of the DLTA strategy on improving listening comprehension skills among seventh-grade students in an elementary school. The study concluded that the DLTA strategy effectively enhanced students' ability to comprehend spoken texts.

Nurdawani et al. (2022) conducted a study in Indonesia to compare the impact of the DLTA strategy supported by audiovisual media versus the DLTA strategy without audiovisual media in improving students' listening and storytelling skills using local cultural stories. The study was conducted on elementary school students, divided into two groups: one group received instruction using the DLTA strategy with audiovisual support, while the other group received instruction using the DLTA strategy without audiovisual support. The results showed that the first group achieved greater improvement in listening and storytelling skills compared to the second group, highlighting the role of audiovisual media in enhancing the effectiveness of the DLTA strategy in language skills development.

In Saudi Arabia, Osman and Alkbiri (2024) conducted a study to examine the effectiveness of the DLTA strategy in developing comprehension skills, understanding the speaker's purpose, and summarizing ideas among third-grade middle school female students in Bisha Province. The study included 44 students divided into two groups: 22 students in the experimental group, who were taught using the DLTA strategy, and 22 students in the control group, who were taught using traditional method. The results revealed statistically significant differences in the post-test scores in favor of the experimental group, indicating the effectiveness of the DLTA strategy.

Most recently, Silvia et al. (2024) conducted a study in Indonesia to investigate the impact of the DLTA strategy on listening comprehension of news texts among seventh-grade students in an elementary school in Sukabumi. The study used a single-group design, and the results showed significant improvement in students' listening skills after implementing the DLTA strategy, confirming its effectiveness in enhancing listening comprehension of news texts.

The previous studies focused on the impact of the DLTA strategy on improving listening comprehension skills in English across different environments (Iraq, Indonesia, and Saudi Arabia). The present study benefited from these studies in shaping its theoretical framework, developing its research instrument, and selecting an appropriate research methodology. The findings, recommendations, and suggestions of previous studies served as a valuable source for supporting the current study, which recommended further research on the implementation of the DLTA strategy to improve language skills at different educational levels. Unlike previous studies, the current study is the first local and Arabic-language study to examine the impact of the DLTA strategy on improving listening comprehension skills in Arabic, to the best of the researchers' knowledge.

2.4. Problem statement

The problem of the current study arises from the researchers' belief in the importance of listening comprehension skills and their role in improving the learning process, and what they have observed about the weakness of elementary students in listening comprehension skills, a weakness confirmed by previous studies. This may be attributed to the methods of teaching listening comprehension. Therefore, it has become necessary to search for effective teaching strategies with structured learning procedures that train students to remember and retain, focus and comprehend, understand and follow, criticize and interact, organize and distinguish, predict and ask questions. These strategies aim to introduce novelty and variety in teaching listening comprehension skills in a suitable learning environment that motivates students to listen and understand to improve their skills. Based on educational standards and indicators showing the low proficiency of students in listening comprehension, and in line with the educators' focus on teaching and applying listening comprehension skills in meaningful contexts, the study employed the DLTA strategy, which follows sequential instructional procedures that encourage active participation in a communicative and dynamic environment.

2.5. Terms and Operational Definitions

The study includes the following conceptual and operational terms:

- Listening Comprehension: "An active, interactive mental process that allows the learner to understand spoken language, including listening, perception, integrating understood information with prior knowledge, and responding to it" (AL-khayyat, 2015). It is operationally defined as the score achieved by fifth-grade female students on the listening comprehension skills test specifically designed for this purpose and possessing the necessary psychometric characteristics.
- Directed Listening-Thinking Activity (DLTA): "An activity used to help improve student learning by allowing them to ask questions and answer them with awareness of the type and understanding of the content of the story to guide their predictions and check their alignment, developing their skills in understanding what they hear" (Wibowo, 2016, p. 56). It is operationally defined as a teaching strategy that follows a series of planned steps, implemented by the teacher with students. It starts by attracting students' attention through reading the title of the text and asking questions, directing their thinking toward the listening goal, listening to the text to predict what will happen, reflecting on what happened, verifying the accuracy of their predictions, and linking their new knowledge to their previous experiences to understand the listening material and build meaning.
- Fifth-Grade female Students: Students enrolled in the fifth grade of the basic education stage in Jordan, aged between 11 and 12 years.

2.6. Limitations of the Study

This study was limited to examining the directed listening comprehension activities (DLTA) strategy, and the development of listening comprehension skills. It was conducted on fifth-grade female students in a purposively selected public school affiliated with the Directorate of Education for the Eastern Northern Badia District in Mafrq Governorate during the first semester of the 2024/2025 academic year.

3. Methodology

3.1. Study Design

The study adopted a quasi-experimental design, which consists of two equivalent groups: control and experimental, with pre-and post-tests. The quasi-experimental design is used when random assignment is not feasible or ethical, allowing researchers to study the effects of an intervention in a real-world setting while maintaining some level of control over external variables (Shadish et al., 2002).

3.2. Subjects of the study

The subjects of the study consisted of 45 fifth-grade female students selected from Al-Mukayfta Secondary School in the Eastern Northern Badia District in the Mafrq Governorate. The school was selected purposively due to its proximity to the researchers' workplace and the support shown by the school administration in facilitating the study and providing the necessary conditions. The school comprises three fifth-grade sections (A, B and C). Utilizing a random sampling method, the researchers designated section (A) as the experimental group (n= 24), taught by the (DLTA) strategy, while section (C) was assigned as the control group (n= 21), taught by traditional strategy.

3.3. Instrument of the study

To achieve the study's objectives, the researchers constructed a listening comprehension skills test. The final version of the test consists of 30 items distributed into three levels: auditory recall, listening comprehension and analysis, and listening appreciation and critique. To prepare the test, A

list of the three levels of listening comprehension (auditory recall, listening comprehension and analysis, and listening appreciation and critique) was developed, along with performance indicators, based on the framework of the Arabic language curriculum, listening skill learning outcomes, and performance indicators (Al-Bashir et al., 2022), and the relevant educational literature and studies (Al-Shaloul, 2023; Al-Omr, 2020; Al-Khaza'ileh, 2021; Abdelbari, 2011). The content of the test was determined by selecting three texts from the Arabic language listening texts in the UAE; curriculum, and the test items were constructed around these texts to ensure their suitability for the targeted group. The test items were designed according to the levels of listening comprehension (auditory recall, listening comprehension and analysis, and listening appreciation and critique) and their performance indicators, distributing 10 items for each level, with two items for each indicator.

3.3.1. Test Validity

First: Content Validity: To verify the content validity of the test, the initial version was presented to a jury of experts in Arabic language curricula and teaching methods, including faculty members from Jordanian universities, Arabic language supervisors, and teachers. They were asked to provide their opinions on the test items regarding their clarity, relevance to the dimension and indicator being measured, linguistic correctness, and the extent to which the items represented listening comprehension skills. Their comments led to the deletion, modification, and addition of items, as well as reallocation of some items to different levels, until the test was finalized with 30 items.

Second: Construct Validity: To verify the construct validity of the listening comprehension test, it was administered to a sample of 23 students outside the main subjects. The Pearson correlation coefficient between each item and the total score of its domain, as well as the correlation between the item score and the total score of the test, was calculated. The correlation coefficients between the item and the total score. All correlation coefficients were statistically significant and higher than 0.30, where a correlation coefficient of 0.30 is the criterion for item acceptance (Brown, 1983), indicating the construct validity of the test.

3.3.2. Test Reliability

To verify the reliability of the listening comprehension test, the Cronbach's alpha coefficients (internal consistency of the test) were calculated, which ranged from (0.93-0.95) for listening comprehension skills, and (0.980) for the overall test. The test-retest reliability coefficients ranged between (0.924 – 0.865) for listening comprehension skills and (0.922) for the entire test, all of which are higher than (0.70), indicating the reliability of the study test (Cronbach, 1951).

3.3.3. Test Administration Procedures

After obtaining parental consent for the students' participation in the study, they were prepared for the test. The nature of the test was explained to them, including how to answer the questions and the allotted time of 45 minutes for each of the three texts. The pre-test and post-test were then administered, during which the students responded to the test items. Throughout the test, the teacher provided support by addressing any questions the students had. Upon completion, the test papers were collected, and both the students and the teacher were thanked for their participation.

3.3.4. Test Scoring

In scoring the listening comprehension test, the researchers followed a structured set of procedures. The criteria for correction were defined based on the three levels of listening comprehension and their behavioral indicators. A total of 15 points were allocated to questions related to the levels of auditory recall and comprehension and analysis of listening, while 20 points were assigned to questions related to the level of critical listening and appreciation, making the total test score 50 points. The students' answers were then scored according to the pre-established

criteria, and the scores were recorded on a special form prepared for this purpose in preparation for statistical analysis.

3.4. The practical procedures of Directed Listening Thinking Activity (DLTA)

The DLTA strategy was implemented in the current study according to the following steps, based on the three stages of teaching listening (pre-listening, during listening, and post-listening), as follows:

1. Pre-listening stage:

- The teacher selects a story and introduces it to the students.
- The title is read aloud, and the first illustration is displayed to capture students' attention.
- Predictive questions are asked about the possible content of the story.
- Students think critically, share their suggestions, and activate their prior knowledge before listening begins.

2. While-listening stage:

- The teacher reads the story up to a predetermined point, pausing at an exciting moment in the plot.
- Students are encouraged to think critically and predict what might happen next.
- After sharing their predictions, students continue listening carefully to verify their assumptions and discover how the story unfolds.

3. Post-listening stage:

- The teacher engages students in a discussion to assess how they predicted the story's events and what clues helped them.
- Students reflect on the story by considering what they would have done in a similar situation.
- To deepen understanding, students relate the story to their own experiences, drawing connections between the narrative and real-life events.

3.5. Experiment Implementation Procedures

The researchers followed these steps in implementing the experiment:

- Reviewing the theoretical literature and previous studies related to the study variables to prepare the tool.
- Preparing a list of listening comprehension skills and constructing a listening comprehension test for fifth-grade students, ensuring its validity and reliability, and preparing the teacher's guide, which includes texts, individual and group activities, and assessment tools.
- Identifying the study's subjects as (45) fifth-grade students selected purposively from schools under the Northern Eastern Badia Directorate of Education, divided into two groups: a control group consisting of (21) students and an experimental group consisting of (24) students.
- Obtaining ethical approval (IRB/2024/386) and a facilitation letter from Yarmouk University to be presented to the relevant authorities.
- Choosing the instructional content for the listening comprehension activities; the researchers selected (3) listening texts from the genre of storytelling: "A Journey on the Dragon's Back," "The Three Brothers," and "False News."

- Determining four lessons for each text, with two consecutive lessons in the first week, followed by two lessons in the second week, with each lesson lasting (45) minutes.
- Verifying the equivalence of the two groups (experimental and control) on the listening comprehension test by administering the pre-test and retaining the results to compare them with the post-test results, calculating the mean scores and standard deviations of the pre-test.
- Starting the experiment by teaching the experimental group students using the DLTA strategy, and the control group using the traditional strategy.
- The researchers followed up on the implementation procedures, ensuring the students' engagement with the strategy, utilizing the necessary teaching materials and tools to achieve the study goal, and ensuring that the teacher adhered to the agreed-upon lessons with the school.
- After the experiment, the post-test was administered to the study's subjects, and the papers were collected.

3.6. Variables of the Study

The study included the following variables:

- Independent Variable: Teaching strategy, with two levels: the DLTA strategy and the traditional strategy.
- Dependent Variable: Listening comprehension skills at the levels of (auditory recall, comprehension and analysis of listening, and critical listening and appreciation).

3.7. Statistical Analysis

To answer the study question, a one-way ANCOVA (Analysis of Covariance) and a one-way MANCOVA (Multivariate Analysis of Covariance) were used.

3.8. Equivalence of the Study Groups

The equivalence of the study groups (experimental and control) was tested in pre-performance in listening comprehension skills, both individually and collectively, using an independent samples t-test. Table 1 shows the results.

Table 1. T-test Results for Pre-Performance Equivalence in Listening Comprehension Skills

Dependent Variable	Group	Mean	Standard Deviation	t-test	Degrees of Freedom	Statistical Significance
Auditory Recall	Control	5.29	1.87	-.592	43	.557
	Experimental	5.56	1.23			
Listening Comprehension and Analysis	Control	5.64	2.11	.506	43	.615
	Experimental	5.38	1.40			
Listening Appreciation and Criticism	Control	12.71	1.73	.040	43	.969
	Experimental	12.69	2.62			
Overall (Listening Comprehension Score)	Control	23.64	3.12	.017	43	.986
	Experimental	23.63	3.72			

It is noted from Table 1 that there is no statistically significant difference between the mean performance of the study groups in listening comprehension skills, both individually and collectively. This indicates the statistical equivalence of the groups before the treatment was conducted. Ensuring the statistical equivalence of the groups before the treatment is conducted guarantees that any statistically significant difference in post-treatment performance is attributable to the experimental intervention rather than to other variables or group differences. Consequently, the study's findings can be interpreted with greater internal validity, allowing for a more precise and objective assessment of the intervention's effectiveness (Shadish et al., 2002).

4. Results

The results of the study question, which states: "Are there statistically significant differences at the ($\alpha = 0.05$) level between the mean scores of the study's subjects in the listening comprehension skills test attributed to the teaching method (DLTA strategy, traditional strategy)?" To answer this question:

First: The means and standard deviations of the pre-test and post-test performance of the study's subjects on the listening comprehension skills combined, according to the variable of the teaching method (DLTA strategy and traditional strategy), were calculated. The results can be seen in Table 2.

Table 2. Descriptive Statistics of Listening Comprehension Skills Performance by Teaching Method

Group	Pre-test Mean*	Standard Deviation	Post-test Mean*	Standard Deviation
Control	23.64	3.12	32.00	5.54
Experimental	23.63	3.72	40.69	3.51
Total	23.63	3.41	36.63	6.29

*Maximum score (50)

Table 2 shows an apparent difference between the experimental and control groups in listening comprehension post-test scores, with the experimental group showing higher mean scores than the control group. To assess the statistical significance of the observed difference while controlling for pre-test performance based on the teaching method, a One-Way ANCOVA was conducted, as shown in Table 3.

Table 3. ANCOVA to Test Post-Test Differences in Combined Listening Comprehension Skills After Controlling for Pre-Test, by Teaching Method

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Statistical Significance	Eta Squared (Effect Size)
Pre-Test Performance	233.074	1	233.074	14.680	.000	.259
Teaching Method	847.629	1	847.629	53.387	.000	.560
Error	666.832	42	15.877			
Adjusted Total	1745.200	44				

It is clear from Table 3 that there is a statistically significant difference between the post-test performance means of the experimental and control groups on combined listening comprehension skills, favoring the experimental group. The Eta squared value (0.560) indicates that the teaching method explains 56% of the variance in performance on combined listening comprehension skills. For comparison between the mean performance of the experimental and control groups on combined listening comprehension skills, according to the adjusted means, standard deviations, and standard errors, before and after adjusting for pre-test difference, Table 4 illustrates this.

Table 4. Pre- and Post-Adjustment Descriptive Statistics in Listening Comprehension Skills by Group

Dependent Variable	Group	Before Adjustment		After Adjustment	
		Mean	SD	Mean	SD
Listening Comprehension Combined Skills	Control	32.0000	5.54977	31.994	.870
	Experimental	40.6875	3.51337	40.693	.813

Table 4 shows a difference between the performance of the experimental and control groups in combined listening comprehension skills, in favor of the experimental group. Therefore, the DLTA strategy has a statistically significant effect on improving listening comprehension skills among fifth-grade students.

Secondly, the mean scores and standard deviations of the pre-test and post-test performances of the study's subjects on listening comprehension skills individually, based on the teaching method (DLTA strategy, traditional strategy), are calculated. Table (5) shows this.

Table 5. Descriptive Statistics of Individual Listening Comprehension Skills Performance by Teaching Method (Pre & Post)

Listening Comprehension Skills	Maximum Score	Group	Pre-test Mean	Pre-test Standard Deviation	Post-test Mean	Post-test Standard Deviation
Auditory Recall	15	Control	5.29	1.87	9.31	3.23
Auditory Recall	15	Experimental	5.56	1.23	13.21	1.54
Auditory Recall	15	Total	5.43	1.55	11.39	3.14
Listening Comprehension & Analysis	15	Control	5.64	2.11	8.26	2.54
Listening Comprehension & Analysis	15	Experimental	5.38	1.4	10.71	2.93
Listening Comprehension & Analysis	15	Total	5.5	1.75	9.57	2.99
Appreciation and Criticism of Listening	20	Control	12.71	1.73	14.43	1.73
Appreciation & Criticism of Listening	20	Experimental	12.69	2.62	16.77	1.69
Appreciation & Criticism of Listening	20	Total	12.7	2.23	15.68	2.06

Table 5 shows apparent differences in the mean scores of the post-test performance of the experimental and control groups on the listening comprehension skills (individually), according to the teaching method variable, in favor of the experimental group. To test the statistical significance of the apparent differences in the post-test performance of the study's subjects in the three listening comprehension skills (individually), according to the teaching method variable, after adjusting for pre-test performance, a one-way MANCOVA (Tests of Between-Subjects Effects) was conducted. Table (6) shows this.

Table 6. MANCOVA of Post-Test Listening Comprehension Skills Performance, Adjusted for Pre-Test Effects

Source of Variance	Listening Comprehension Skills	Sum of Squares	Degrees of Freedom	Mean Square	F-Statistic	Statistical Significance	Eta Squared
Pre-Auditory Memory	Auditory Recall	11.370	1	11.370	1.933	.172	.046
Pre-Listening Comprehension and Analysis	Listening Comprehension and Analysis	74.699	1	74.699	13.014	.001	.245
Pre-Critique and Appreciation of Listening	Listening Appreciation and Criticism	16.374	1	16.374	6.041	.018	.131
Teaching Method F=17.969 Sig=0.000	Auditory Recall	162.073	1	162.073	27.561	.000	.408
	Listening Comprehension and Analysis	75.903	1	75.903	13.224	.001	.248
	Listening Appreciation and Criticism	63.800	1	63.800	23.537	.000	.370
Error	Auditory Recall	235.220	40	5.881			
	Listening Comprehension and Analysis	229.593	40	5.740			
	Listening Appreciation and Criticism	108.425	40	2.711			
Adjusted Total	Auditory Recall	434.944	44				
	Listening Comprehension and Analysis	394.800	44				
	Listening Appreciation and Criticism	187.578	44				

Table 6 shows statistically significant differences in the mean scores of the experimental and control groups on the three listening comprehension skills (individually) in favor of the experimental group. The Eta squared values (0.408, 0.248, 0.370) indicate that the teaching method explains

(40.8%, 24.8%, 37%) of the variance in performance for auditory recall, listening comprehension and analysis, and critical listening and appreciation, respectively. Thus, the guided listening activity strategy had the greatest effect on auditory recall, followed by critical listening and appreciation, and finally, listening comprehension and analysis. Therefore, the effect size of the teaching strategy using guided listening activity in all listening comprehension skills is high (Al-Kilani & Sharifin, 2016).

To compare the mean performance scores of the experimental and control groups on each of the three listening comprehension skills (individually), the adjusted means, standard deviations, and standard errors were calculated according to the teaching method, before and after adjusting for pre-test differences. Table (7) presents this comparison.

Table 7. Adjusted Descriptive Statistics for Listening Comprehension Skills in Experimental and Control Groups (Pre- and Post-Pre-Test Adjustment)

Listening Comprehension Skills	Group	Before Adjustment		After Adjustment	
		Mean	Standard Deviation	Mean	Standard Deviation
Auditory Recall	Control	9.31	3.23	9.34	.53
	Experimental	13.21	1.54	13.18	.49
Listening Comprehension and Analysis	Control	8.26	2.54	8.17	.52
	Experimental	10.71	2.93	10.79	.49
Listening Appreciation and Criticism	Control	14.43	1.73	14.39	.36
	Experimental	16.77	1.69	16.80	.33

Table 7 shows differences in performance between the experimental and control groups on each of the three listening comprehension skills (individually), favoring the experimental group. Therefore, the DLTA strategy has a statistically significant effect on improving the listening comprehension skills of fifth-grade female students.

5. Discussion

The results of the study indicated significant differences between the post-test performance means of the experimental and control groups in each of the listening comprehension skills, and collectively, due to the teaching strategy variable, in favor of the experimental group that studied using the DLTA strategy. This result can be attributed to the fact that the students in the experimental group were deeply engaged in learning listening comprehension skills through the implementation of innovative, sequential learning activities that encouraged their active, enjoyable, and sustained participation. These activities motivated them to predict, remember, answer questions, and integrate their prior knowledge with new information—an opportunity that was not available to the students in the control group, who were taught using the traditional strategy.

This result can also be attributed to the fact that the DLTA strategy enhances students' abilities to engage in dialogue and discussion and construct their understanding by asking questions, gathering and recording information, analyzing and criticizing texts, and providing logical explanations for their predictions. This improves their understanding of texts when used effectively by teachers in the classroom, as students participate in analyzing the story's events through their predictions. This helps them overcome the barriers to mastering effective listening and achieve their listening objectives (Al-Rawe & Firas, 2018; Crawford et al., 2005).

Another explanation for this result is that the DLTA strategy creates a vibrant and supportive learning environment that stimulates and encourages students' listening engagement. It transforms listening from a passive to an active, interactive process, focusing strongly on the predictions and guesses posed by the students. As a result, they become more capable of understanding, analyzing, interpreting, and deriving the precise meanings of texts while simultaneously enjoying and evaluating them, which leads to improved comprehension. Meanwhile, the teacher plays the role of monitoring the groups and providing opportunities for students to engage in the learning process by asking questions and designing instructional activities (Al-Khayyat, 2015; Nurdawani et al., 2022).

This result can also be explained by the fact that the DLTA strategy encourages students to predict, justify, listen, and verify their predictions, making listening a purposeful and focused activity, removing its randomness. This aligns with what was stated in the study by Osman & Alkbiri (2024), which indicated that this strategy is the most effective when used with students who struggle with listening comprehension.

The result of this study is consistent with all the findings of previous studies (Al-Kayyat, 2015; Budiyanto et al., 2021; Natasya, 2019; Nurdawani et al., 2022; Osman & Alkbiri, 2024; Pristya Dhea, 2019; Silvia et al., 2024), which demonstrated the effectiveness of the DLTA strategy in improving listening comprehension skills.

6. Conclusion

The findings of this study underscore the positive effect of the Directed Listening-Thinking Activity (DLTA) strategy on improving the listening comprehension skills of fifth-grade female students in Jordan. The results revealed statistically significant improvements in overall listening comprehension, as well as in the individual levels of auditory recall, comprehension and analysis, and listening appreciation and criticism, for the students in the experimental group who were taught using the DLTA strategy. These outcomes suggest that DLTA is an effective teaching strategy that can engage students more actively in listening tasks and support the development of critical listening skills. The significance of these findings lies in their potential to inform educational practices, particularly in the teaching of listening comprehension. By integrating the DLTA strategy into the curriculum, educators can foster better listening skills and critical thinking abilities in young learners, enhancing their overall academic performance. Therefore, it is recommended that the DLTA strategy be adopted in the teaching of listening comprehension across elementary schools, with further research encouraged to explore its impact in diverse educational contexts.

Declarations

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