



Teaching Listening by Using Dictogloss Method Incorporating with Podcast: A Systematic Literature Review

Silvi Setyo Ningsih^{1*}, Samsul Arifin¹, Dwi Rosita Sari¹

¹Universitas PGRI Madiun, Indonesia

*Corresponding Author: silvi_2102109031@mhs.unipma.ac.id

Article Info

Article history:

Received Jul 1, 2025

Revised Jul 15, 2025

Accepted Jul 25, 2025

Keywords:

Dictogloss Method;
Podcast; EFL Listening;
Systematic Literature
Review

ABSTRACT

This study examines the effectiveness of using the Dictogloss method incorporated with podcast media in improving the listening comprehensions of EFL students. A systematic literature review was used to analyze studies published between 2015 and 2025. The findings indicate that the use of the Dictogloss method incorporated with podcasts is an effective approach to improving students' listening comprehension through the process of reconstructing authentic audio-based texts. Dictogloss has been proven to encourage active participation in listening and writing, while podcasts provide exposure to spoken language in real-life contexts that support vocabulary, sentence structure, and overall comprehension improvement. The integration of Dictogloss method and Podcast also supports collaborative learning, develops motivation, and creates an interactive and contextual learning environment. Although there are some challenges in technical implementation and student readiness, the potential for using the Dictogloss method incorporated with podcasts as a listening teaching strategy in EFL classrooms is significant. Its effectiveness depends on the selection of suitable materials, teacher support, and proper integration into learning.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

1. INTRODUCTION

Listening skills are one of the four main skills in English language learning and are often considered the first skill used in the language acquisition process. Listening helps in understanding input as well as in the development of other language skills (Shahid and Ali). In the context of learning English as a foreign language (EFL), good listening skills are crucial to successful communication, both academically and socially. However, this skill is often considered the most difficult for students to master because it involves understanding accents, intonation, speaking speed, and complex contexts. These difficulties highlight the importance of effective and relevant learning strategies and media to improve this skill.

In Indonesia, listening skills often do not receive equal attention compared to other language skills. English language learning is often focused on reading and writing, while listening and speaking skills are rarely developed systematically. Sani et al. in the research stated that the English teachers interviewed stated that they and other English teachers in the school sometimes ignore listening activities in class for various reasons. However, high school students need more intensive listening practice to support the students academic understanding and communication. In addition, unstructured listening practice can slow the students development in capturing main ideas, recognizing specific information, and understanding complex conversations.

Various factors play a role in students having difficulty understanding listening material, including the speed of native speakers, variations in accent and intonation, and limited vocabulary. Rezaei states that many Iranian language learners have difficulty in learning to listen due to various factors. Some of these are the speaking speed of native speakers, which is difficult to follow, as well as difficulties in interpreting and predicting the sounds and intonation used by native speakers. In addition, a learning system that does not emphasize listening skills training, such as recognizing sounds, word stress, and intonation patterns, makes students' difficulties more severe. Psychological issues such as shyness and lack of confidence also affect the quality of the students understanding of spoken information. Puspita and Amelia stated that students feel more relaxed in learning English and do not give

up easily in learning listening skills, and have confidence that they will be able to use English better in the future, especially in the aspect of listening. Therefore, listening learning must be designed not only to provide input but also to build students' confidence in capturing and processing messages effectively.

To overcome these challenges, innovative and contextual learning strategies are needed. In the research, Hadijah and Shalawati stated that the majority of students do not face serious problems related to the audio used in listening activities, indicating that quality educational technology has supported the students learning process. This is in line with the findings of Pratama et al., which show that the use of different types of listening, such as intensive and selective listening, can help students understand the material more effectively, especially when appropriate technology is integrated into teaching. One relevant strategy is the use of podcasts, which present authentic material with natural intonation and speaking speed. When combined with active methods such as Dictogloss, students are not only passive listeners but also actively capture information, discuss, and reconstruct texts based on the students memories.

Although listening activities have been conducted in schools, the intensity remains low and has not yet been optimized using current media and strategies. Teachers typically use audio sources from textbooks or popular songs, such as "Count on Me" by Bruno Mars, although, while enjoyable, they are not properly focused on academic listening objectives. Methods such as Dictogloss and podcast media have not been widely used in the context of high schools in Indonesia. Therefore, this study aims to analyze the effect of using the Dictogloss method incorporated with podcasts on the listening comprehensions of high school students. This study is expected to contribute to more contextual, active, and effective listening teaching practices.

2. RESEARCH METHOD

A Systematic Literature Review (SLR) approach was used in this study to identify and evaluate previous studies on the effectiveness of the Dictogloss method incorporated with podcasts on the listening comprehensions of EFL students. A systematic literature review is descriptive in nature, which, according to Xiao and Watson, aims to explore and map the findings of existing studies on a particular topic in a comprehensive manner. In this study, the researchers used the five stages of systematic literature review based on the steps proposed by Xiao & Watson, namely:

a. Problem Formulation

The researcher formulated the research focus as follows: How does the use of the Dictogloss method incorporated with podcasts affect the listening comprehensions of EFL students?

b. Literature Search

The literature search was conducted systematically using Google Scholar, Scopus, Elsevier, and ResearchGate search tools. The researcher also used Publish or Perish software to help identify relevant sources. The keywords used in the literature search included: "dictogloss in EFL listening", "podcast in EFL listening", "dictogloss and podcast for listening skill", "integrating podcast and dictogloss", "teaching listening using dictogloss", "listening comprehension with podcast", and "dictogloss strategy for English listening skill."

c. Screening for Inclusion

Inclusion and exclusion criteria were established before the literature selection process was carried out. The studies selected were:

- 1) Studies published between 2015 and 2025.
- 2) Studies discussing the use of dictogloss, podcasts, or a combination of the dictogloss method and podcasts in the context of English as a foreign language (EFL) learning, particularly in listening skills.
- 3) Studies with quantitative, qualitative, or mixed designs that provide empirical data or implementation reports.
- 4) Studies that are irrelevant, not openly available, or do not clearly explain the learning procedures were excluded from the review.

d. Data Analysis and Synthesis

A total of twenty-two main articles were successfully screened and used as the primary data sources in this study. These articles were analyzed to determine the impact of Dictogloss and podcast use in learning activities on students' English language skills. The following table shows the classification of research approaches from the included articles.

Table 1. Number of Studies Based on Approach

Method	Number
Quantitative	17
Qualitative	4
Mixed	1
Total	22

Based on Table 4, most of the studies reviewed used a quantitative approach, namely seventeen out of twenty-two studies. A qualitative approach was used in four studies, while only one study used a mixed methods approach. This shows that most studies tend to focus on numerical measurements and statistical analysis to evaluate the effectiveness of learning.

e. Reporting of Findings

The research findings are reported descriptively with reference to the main themes: the use of the dictogloss method, the use of podcasts, and the combination of the Dictogloss and Podcast methods in listening learning. The researchers also discuss the advantages, disadvantages, and impact of this strategy on students' listening skills. Using a systematic approach, the synthesis results (main findings) provide a comprehensive overview of the effectiveness and practices in implementing the dictogloss method incorporated with podcasts in EFL listening skills.

3. RESULTS AND ANALYSIS

Based on a systematic review of twenty-two articles published between 2015 and 2025, this study identified three main categories in the application of podcasts and Dictogloss in English as a foreign language (EFL) learning: the use of Dictogloss, the use of podcasts, and the integrated use of Dictogloss method incorporating with Podcast. Each category was analyzed based on the learning approach, the results achieved, and the advantages and challenges of each method.

Table 2. Research Focus in the Studies Reviewed

Focus of the Study	Number
The use of Dictogloss method	9
The use of Podcast	11
The use of Dictogloss incorporating with Podcast	2
Total	22

Based on the table 2, there are twenty-two articles analyzed in this study. Nine articles discuss the use of the Dictogloss method, while eleven articles focus on the use of podcasts in learning. Only two articles specifically examine the integration of the Dictogloss method with podcast media.

3.1. The Use of the Dictogloss Method on EFL Student

Several studies have shown that the dictogloss method significantly improves students' listening comprehension through collaborative and reconstructive processes. The results show that this technique not only helps students identify main ideas, but also improves the students vocabulary and language structure. The following table presents the main findings of these studies.

Table 3. Findings on the Use of the Dictogloss Method

No	Researcher	Findings
1	Asrobi & Amni (2017)	The use of the dictogloss technique has been proven effective in improving the listening skills of EFL students, as it involves collaborative, interactive, and language analysis activities that encourage participation and deeper understanding.
2	Dista (2017)	The use of dictogloss significantly improves students' listening skills and receives positive feedback from the majority of students who show high interest, although a small number still need to adapt to group learning.
3	Jose (2023)	The use of dictogloss is considered beneficial in language learning because it helps students integrate the four language skills in an integrated manner, improves motivation and collaboration, and is easy to implement, although some teachers find it less effective for grammar and vocabulary aspects.
4	Minh & Lan (2021)	The use of the dictogloss technique has a positive impact on improving students' listening skills, as shown by higher post-test scores and more attention to learning.
5	Puspita (2016)	The use of the Dictogloss technique has been proven to improve students' listening skills, as evidenced by the students ability to understand ideas from audio, reconstruct content in the students own words, participate in collaborative discussions, and create a more interactive and focused classroom atmosphere.
6	Rahmi (2016)	The use of the Dictogloss technique significantly improved students' listening skills compared to the control group, along with students' interest and positive attitudes toward the learning process involving group activities and active participation.
7	Rezaei (2018)	The use of dictogloss has been proven to help students understand the content of a story comprehensively, transfer spoken language to writing without pressure, in addition to improving listening, writing, spelling, and effective use of context skills.
8	Safitri et al.	The use of the dictogloss technique in learning produces positive emotions

	(2024)	in teachers, such as joy, calmness, and enthusiasm, although it is also included with anxiety due to the challenges in its implementation.
9	Ulfa et al. (2022)	The systematic use of the dictogloss method improves students' listening achievement, builds the students enthusiasm for listening, facilitates text comprehension, and helps the students recognize vocabulary and parts of speech in English, especially verbs.

Based on Table 3, most of the reviewed articles indicate that the use of the Dictogloss method has a positive impact on improving the listening skills of EFL students. This technique has been proven to encourage deeper understanding through collaborative and interactive activities, as well as supporting the development of other skills such as writing, spelling, and the use of language context. The findings in the table also mention that the Dictogloss method can be an effective and practical learning strategy in a classroom. Its implementation in various schools shows that the learning process becomes more active and collaborative, as students are not only passive listeners but also actively involved in the process of reconstructing the text in groups. Activities such as replaying the audio, note-taking, discussing the content, and reorganizing the information into a complete text make the learning process more meaningful and encourage deeper understanding through social interaction and critical thinking.

In application, the Dictogloss method is carried out through systematic stages that require active student involvement. Asrobi and Amni present an overview of the Dictogloss procedure, which includes: a) Background Knowledge Activation: The teacher introduces the topic and discusses challenging vocabulary to help students prepare for the material. b) Listening Process: Students listen to the text twice-first for general understanding and then to take notes on key words or phrases. c) Text Reconstruction: In small groups, students collaborate to reconstruct the text based on the students notes. d) Analysis and Correction: Students analyze difficulties and focus on understanding the meaning, rather than on spelling. e) Assessment: Students are evaluated on various components such as meaning, main ideas, and communicative purpose to assess the students overall listening comprehension. This procedure facilitates meaningful listening skills and allows students to learn collaboratively and reflectively. In addition, this activity also helps students develop social and cognitive skills through group discussions. The dictogloss stages encourage students to work together in groups, take active notes, and build a collective understanding of the spoken text.

The Dictogloss method is one of the most widely used approaches in teaching listening skills in English as a foreign language (EFL). This technique combines listening activities with other skills such as writing, through the process of listening to texts, taking main ideas, and reconstructing the text in small groups. According to Ulfa et al., the Dictogloss method not only helps students remember the words they hear but also understand the students meaning and context. In this Dictogloss method, students are asked to listen to the audio or text that is played, note down key words or important information, then reconstruct the notes obtained. In line with this, Rezaei explains that the Dictogloss method is a combination of classic teaching approaches where listeners are required to reconstruct a text by listening and taking notes on keywords. This approach is considered highly relevant in foreign language learning, as it not only develops active listening skills but also promotes improvement in writing skills, sentence structure, and vocabulary mastery. Thus, Dictogloss plays a crucial role in creating an interactive and integrated learning experience across language skills. From various studies, it can be concluded that the Dictogloss method has a positive contribution to improving the listening skills of EFL students. The method helps students understand the content of the audio more deeply and improves the students ability to reconstruct the text using the students own language.

Several other researchers have also mentioned similar findings. Jose adds that dictogloss not only improves listening skills but also writing, speaking, and critical thinking skills. Minh and Lan mention that students show improvement in vocabulary and information organization after participating in the reconstruction process. Safitri et al. demonstrate that this technique creates positive emotional experiences for teachers and students, despite technical challenges in its implementation. Puspita also reports that the classroom atmosphere becomes more lively and students are more actively participating in listening activities. Dista states that dictogloss enables students to understand sentence structure and language patterns more effectively. Rahmi adds that this technique enhances students' concentration and enthusiasm, particularly in group learning. Overall, the Dictogloss method has proven to have a positive impact on listening comprehension, student engagement, and a more dynamic and collaborative classroom atmosphere.

However, there are also several challenges in implementing Dictogloss. According to Safitri et al., this method requires an extended duration of time to complete each stage, and there is a risk of some students dominating group work. Jose also notes that not all students are suited to this approach, particularly those used to traditional learning models such as Presentation-Practice-Production (PPP) or Test-Teach-Test (TTT). Minh and Lan add that the continuous use of Dictogloss in large classes can lead to boredom due to the limitations of teacher monitoring and difficulties in effectively monitoring group work. Therefore, it is important for teachers to adapt this method to the needs of students and the existing learning context to achieve optimal results.

Overall, Dictogloss is a proven effective teaching strategy for improving students' listening skills, specifically through a structured collaborative approach. This method not only develops the ability to understand spoken text but also integrates writing skills, critical thinking, and builds collaboration within groups through the text reconstruction process. The advantage of Dictogloss can be found in students' active participation in the learning process and the students deep understanding of language structure and meaning. Although it has some limitations, its effectiveness is greatly influenced by student readiness, teacher involvement in mentoring the process, and optimal classroom management. With consistent and targeted learning support, Dictogloss can be an alternative learning method that not only improves listening skills but also enriches students' communication skills in every aspect.

3.2. The Use of Podcasts on EFL Student

The use of podcasts in listening learning has been proven to help students understand authentic conversations, improve the students vocabulary, and improve motivation. Several studies also emphasize the flexibility of these media in supporting independent learning. These findings are summarized in the following table:

Table 4. Findings on the Use of Podcasts

No	Researcher	Findings
1	Attia et al. (2023)	The use of podcasts significantly improves EFL students' inferential listening skills, specifically in the student's ability to make conclusions, understand implied information, and develop a deep understanding of the meaning in spoken texts.
2	Augie & Priatna (2021)	The use of podcasts on the SoundCloud platform has proven to receive positive responses from students and is effective in helping to develop the student's computational thinking skills during the pandemic disruption.
3	Azizah & Banowo (2021)	The use of podcasts has proven to support the completion of listeners' information needs during the pandemic, specifically in terms of gaining new knowledge, fresh perspectives, and content relevant to daily life.
4	Dhiman (2023)	Podcasts have proven to be a flexible, authentic, and personal media that can develop the connection between content creators and audiences and support the content delivery in an interesting and effective way amid technological developments and listener preferences.
5	Erniwati et al. (2025)	Podcasts play an important role in improving students' listening skills through the stages of pre-listening, while-listening, and post-listening, with advantages such as authentic material, independent learning, improved participation and motivation to learn, and access to a variety of real-life language that can improve overall language competence.
6	Firmino et al. (2025)	The results of podcast use show improvements in learning flexibility, independent learning, and effective skill development suited to each student's needs.
7	Kiernan et al. (2023)	The use of podcasts provides academic and educational benefits, such as helping listeners follow the current research developments, encouraging discussion, and improving access to information in an accessible process.
8	NamazianDost et al. (2017)	The use of podcasts significantly improves EFL students' listening comprehension, encourages independent learning, improves motivation, and provides flexibility in accessing authentic audio material anytime and anywhere.
9	Saeedakhtar et al. (2021)	The use of podcasts has been proven to significantly improve students' listening comprehension and vocabulary mastery.
10	Shahid & Ali (2017)	The use of podcasts via computers improves students' motivation and learning, especially when supported by appropriate pedagogical design and teacher guidance.
11	Zellatifanny (2020)	Podcasts in Indonesia offer various opportunities, from information distribution and personal content production to the potential to make a profit, complementing other media, and providing safe and efficient access for users.

Based on Table 4, the results of the analysis of the articles show that the use of podcasts as a media for listening learning has a positive impact on students' active participation and improvement in learning achievement. Podcasts create a flexible and enjoyable learning environment because the students can access audio materials either independently or in class activities. In addition, podcasts expand students' access to authentic language content, enrich vocabulary, and help students understand the intonation, rhythm, and pronunciation of native speakers. Several studies also emphasize that podcasts support the development of listening skills through repeated practice, independent learning, and increased student motivation and familiarity with the material. With flexible audio, personal, and accessible characteristics, podcasts have proven to be an effective media in supporting listening learning for EFL students.

Podcasts are a form of digital audio media that have been popular since first appearing in 2004 by Adam Curry and Dave Winer with the podcast title "The Daily Source Code". Podcasts were first started in 2004 by Dave Winer and Adam Curry, while the term podcast was given by Ben Hammersley, and the podcast popularity increased in 2013 when Apple Inc. announced it had reached 1 billion subscribers (Dhiman). The use of podcasts as a technological medium has not only revolutionized the way people access information but also opened up new opportunities in the world of education. The benefits of using podcasts are also very diverse, ranging from providing easily accessible audio content, allowing listeners to learn while doing other activities, to becoming a platform for content creators to share the ideas and expertise (Azizah and Banowo). Podcasts provide various authentic audio content, helping students become familiar with the accents and speaking speeds used by native speakers. The diversity of podcast content, ranging from news, sports, entertainment, to special topics, makes it a flexible and easy to access digital audio medium (Zellatifanny). Consistently listening to podcasts not only improves students' understanding of real English but also enriches the students vocabulary and helps the students capture important details and the main point of conversations.

In the context of learning English as a foreign language (EFL), podcasts have been shown to support the development of active, reflective, and contextual listening skills. Research by Attia et al. and Saeedakhtar et al. indicates that the use of podcasts significantly improves EFL students' inferential listening skills, especially in the learners' ability to understand implied information and respond to meaning in depth. This is further supported by NamazianDost et al., who demonstrate that podcasts can develop students' motivation and independence, as podcasts can be accessed anytime and anywhere. Additionally, research by Erniwati et al. highlights that podcasts provide authentic language exposure that is beneficial at every stage of listening learning, such as pre-listening, while-listening, and post-listening. Podcasts are also considered capable of improving cognitive participation and developing critical thinking. Azizah and Banowo found that podcasts are highly effective in meeting students' information needs through content relevant to the learners' lives, while Firmino et al. state that these media enhance flexibility and learning independence. Thus, podcasts have proven to be effective as a supporting media for EFL students' listening learning.

Furthermore, Kiernan et al. mention that podcasts are very useful in an academic context because they help students follow research developments and expand the students knowledge through discussion. In the field of technology-based education, Shahid and Ali state that the use of computer-based podcasts also increases student motivation and learning effectiveness, especially when supported by suitable pedagogical design. Augie and Priatna state that the use of podcasts in learning can improve students' listening skills and help develop computational thinking skills. Teachers can creatively implement podcasts by selecting materials that are suited to students' ability levels, duration, and themes relevant to the curriculum. Additionally, Saeedakhtar et al. reveal that listening to podcasts can develop student motivation and provide extensive access to authentic language, which is essential for developing listening comprehension and vocabulary mastery. Dhiman also adds that the main advantages of podcasts are flexibleness, emotional connection, and authenticity as media capable of connecting communication between content creators and listeners. Zellatifanny also emphasizes that podcasts in Indonesia have great potential in disseminating information, producing personal content, complementing other media, and providing safe and efficient access to learning. Based on these findings, it can be concluded that podcasts are a flexible digital medium in supporting the development of English listening skills.

However, there are still several challenges that need to be considered in the use of podcasts. According to Erniwati et al., dependence on a stable internet connection is a major problem, especially in areas with incomplete digital infrastructure. Some teachers and students also still have limited technological skills, which can restrict the optimal use of podcasts. According to research conducted by Kiernan et al., other issues include unsuitable content, inconsistent audio quality, and limited access for students with disabilities, such as hearing issues. Meanwhile, research by Firmino et al. also noted that the accessibility of podcasts tends to drop among older students, emphasizing the need for additional support to encourage inclusive use.

Overall, podcasts are a learning medium that provides high flexibility, authentic content, and accessibility, making podcasts highly potential in supporting the development of listening skills among EFL students. The use of podcasts in the classroom not only enriches vocabulary and understanding of spoken language but also develops motivation and student participation in the learning process. The main advantage is the ability to present English language material in a practical and interesting context. However, the implementation needs technological infrastructure readiness, the teacher's role in selecting and guiding the material, and adapting the content to the characteristics of the students. Therefore, interactive and innovative strategies are important for optimizing podcasts as a learning tool that can improve language competence, learning experiences, and active student participation in listening classes.

3.3. Teaching Listening by using Dictogloss method incorporating with Podcast

Only two studies explicitly examined the combination of dictogloss method and podcast, but both presented strong evidence of the effectiveness of this strategy in improving students' listening comprehension.

Table 5. Findings on the Combination of Dictogloss and Podcasts

No	Researchers	Findings
1	Hassan et al. (2023)	Podcasts help students understand vocabulary in context and improve concentration through audio repetition, while dictogloss creates a collaborative and enjoyable learning environment through group text reconstruction activities.
2	Sani et al. (2016)	The use of podcasts combined with the dictogloss procedure effectively improves students' listening and writing skills, particularly in the aspects of detail and inference in listening and all aspects of writing, supported by authentic materials that motivate students and guide the learners toward focused, collaborative, and organized learning activities.

Based on Table 4, the results of the analysis of the articles show that the use of podcasts as a listening learning media has a positive impact on students' active participation and improves the students learning achievement. Podcasts create a flexible and enjoyable learning environment because they allow students to access audio material both independently and in class activities. In addition, podcasts expand students' access to authentic language content, enrich the students' vocabulary, and help the students understand the intonation, rhythm, and pronunciation of native speakers. Several studies also emphasize that podcasts support the development of listening skills through repeated practice, independent learning, and increased student motivation and familiarity with the material. With the characteristics of being flexible, personal, and easily accessible, podcasts have proven to be an effective medium in supporting listening learning for EFL students.

3.3.1. The Procedures of Teaching Listening using Dictogloss method incorporating with Podcast

Using podcasts and dictogloss together in learning provides a structured approach to improving students' listening and writing skills. According to Sani et al., the following steps are essential for this method: 1) Podcast Selection: Teachers select podcasts that align with the topics to be learned, ensuring the material supports the learning objectives. 2) Introduction: Before listening to the podcast, the teacher introduces its purpose to students, helping the students understand what they will learn and why podcasts are valuable for improving language skills. 3) Podcast Playback: Students listen to the podcast, focusing on the main information, and are expected to capture key messages that will be used in the next step. 4) Dictogloss: Students take notes on keywords or main ideas they hear in the podcast and then work in small groups to reconstruct the text, sharing the students understanding and reorganizing the information. 5) Analysis and Adjustment: After the reconstruction process, students compare each version with the original text to check for accuracy, make corrections to improve comprehension and structure, and develop analytical skills and a deeper understanding of the material. By implementing these steps, teachers can create a more interactive and effective learning experience, where students not only understand the content they hear, but are also able to process and present information in a more structured way. Based on research conducted by Sani et al., an experimental study was conducted on grade ten students in Indonesia using podcasts in the dictogloss method to investigate the impact of dictogloss on students' listening comprehension and writing skills. Research shows that using podcasts as an audio or audio-visual source can significantly improve students' listening skills, while dictoglosses help deepen students understanding of familiar language structures.

Based on research by Hassan et al., the following is a systematic procedure for using the dictogloss technique integrated with podcasts to improve students' writing skills: 1) Warm-up: Students are introduced to the topic to be discussed and work on related skill exercises, which helps the students be more prepared before listening to the text. 2) Dictation: The teacher reads the text at an appropriate speed, usually twice, where in the first reading students only listen and in the second reading they write down the words they hear, with podcasts used as an audio source to provide variation in the representation of the text. 3) Reconstruction: Students work in small groups to reconstruct the text based on the notes they have made, discussing with each other to produce a new version of the text, and the use of podcasts helps the students understand the context and sentence structure better. 4) Analysis and Correction: After composing the new text, students compare the reconstructed text with the original text and discuss necessary corrections, which encourages reflection on mistakes and improves language comprehension. 5) Collaborative Learning: During this process, students learn from each other, give each other feedback, and reduce anxiety related to writing skills. 6) Utilization of Podcasts: Podcasts are used to enrich students' listening experiences, provide access to a variety of accents and speaking styles, and increase engagement in the learning process. This procedure shows that integrating the Dictogloss technique with podcasts not only improves writing skills but also significantly improves listening skills, creating a more interactive and collaborative learning environment.

Overall, the following is a conclusion of the systematic procedure for integrating the dictogloss method with podcasts in learning:

1. Podcast Selection: Teachers select podcasts that are relevant to the learning topic for material that suits the needs and learning objectives of students. Podcasts from WBUR can be used to provide a variety of learning topics.
2. Introduction and Warm-up: Teachers introduce the purpose of using podcasts for learning. This stage helps students prepare and understand the context before listening.
3. Podcast Playback and Dictation: Students listen to the podcast three times; on the first playback helped students understand the main ideas, while the second playback was used to note important information and

details. The third playback supported students in constructing text in paragraphs based on students understanding.

4. Text Reconstruction: Students work in groups to reconstruct the text based on the student's notes. Group discussions help students share understanding and organize information collaboratively.

This procedure emphasizes that using dictogloss method incorporated with podcasts not only significantly improves students' listening and writing skills but also creates a more collaborative, interactive, and engaging learning environment.

3.3.2. Advantages of using Dictogloss method Incorporating with Podcast

The integration of the Dictogloss method with podcast media in English language learning has been proven to create a holistic, comprehensive, and positive learning experience for EFL students. The benefits of using podcasts are also varied, including providing easily accessible audio content, allowing listeners to learn while engaging in other activities, and serving as a platform for content creators to share ideas and expertise (Azizah and Banowo; Dhiman). Meanwhile, Dictogloss enables students to understand sentence structures and language patterns more effectively (Dista; Minh and Lan). Research by Hassan et al. shows that students' understanding of the Dictogloss steps helps them listen to podcasts with more focus, understand vocabulary in context, and use new words in writing more easily and enjoyably. Similar findings were also reported by Attia et al. and NamazianDost et al., who stated that podcasts are an ideal choice for listening classes because they can improve listening skills, provide flexibility of access, and support independent learning according to interests and language abilities. In addition, research by Sani et al. and Erniwati et al. shows that the integration of podcasts with the Dictogloss method strengthens students' listening comprehension, as students can absorb the audio content before performing reconstruction activities, thus improving memory and engagement in the learning process. Therefore, the integration of the Dictogloss method and podcasts can provide more dynamic and interesting learning, while supporting the development of EFL students' writing and speaking skills.

In applying the dictogloss and podcast methods simultaneously, podcasts can be used as an interesting text source for dictogloss activities. The process begins with the pre-listening stage, where the teacher introduces the podcast theme and provides keywords to help students prepare. Next, in the while-listening stage, students listen to the podcast and note down the main points. After that, in the reconstruction stage, students use the notes to reconstruct the contents of the podcast individually or in groups. Finally, at the post-listening stage, discussions and reflections were held to discuss the reconstructed text. Research by Rahmi shows that these steps are effective in improving students' listening comprehension because they are actively involved in the learning process. Thus, the application of the dictogloss method combined with the use of podcasts is not only effective in improving students' listening skills, but also encourages active participation, motivation, and a deeper understanding of the learning material.

4. CONCLUSION

Based on the results of a review of various literature analyzed in this study, it can be concluded that the implementation of the Dictogloss method, podcast media, or the integration of both is an effective approach in improving the listening skills of EFL students. Dictogloss plays an important role in encouraging students to listen actively, take notes on important information, and reconstruct texts, thus not only improving listening skills but also improving writing and critical thinking skills. Meanwhile, podcasts provide authentic materials rich in real-life context, enriching students' knowledge of variations in English, and helping the students become adapted to the accents and speaking speeds of native speakers.

The reviewed research findings indicate that when both approaches are implemented, students tend to show significant improvements in vocabulary mastery, sentence structure, and the ability to understand and convey information both in text and spoken form. Additionally, the use of podcast-based Dictogloss can create a more collaborative, interactive learning environment and motivate students to participate more actively in the learning process.

However, the effectiveness of this strategy greatly depends on the teacher's readiness to select suited materials, design systematic learning stages, and provide guidance during the reconstruction activity. Infrastructure support, such as proper internet access and devices that support podcast playback, is also required. Thus, the integrative approach of Dictogloss and podcasts can serve as an innovative and suitable alternative for teaching English listening skills at the high school level. Further research is recommended to explore the effectiveness of this approach in different educational contexts, considering factors such as duration, podcast topic variation, and other language skills.

5. REFERENCES

- Asrobi, Maman, and Khaerul Amni. "The Use of Dictogloss in Teaching Listening Comprehension for EFL Learners." *Voices of English Language Society*, vol. 1, no. 1, 2017, pp. 61–70.
- Attia, Nourhan Mohamed Elsadek, et al. "The Effect of a Podcast Program on Developing EFL Students '

- Inferential Listening Comprehension Skills at the Faculty of Specific Education.” *Journal of Specific Education*, vol. 9, no. 3, 2023, pp. 234–51.
- Augie, Kintan Tyara, and Nanang Priatna. “Penggunaan Podcast Untuk Mengembangkan Keterampilan Berpikir Komputasi Siswa Selama Gangguan Pandemi.” *Jurnal Didactical Mathematics*, vol. 3, no. 1, 2021, pp. 41–47.
- Azizah, Maharani Nur, and Emilianshah Banowo. *Motif Penggunaan Media Podcast Terhadap Pemenuhan Kebutuhan Informasi Di Masa Pandemi Covid-19 Pada Followers Instagram @raditya_dika*. no. 1, 2021, pp. 58–67.
- Dhiman, Dr Bharat. “Key Challenges and Opportunities for Podcasters in the Digital Age: A Critical Review.” Available at SSRN 4409218, 2023, pp. 1–18, <https://ssrn.com/abstract=4409218>.
- Dista, Dhian Maya. “Using Dictogloss to Improve Listening Comprehension.” *English Education Journal*, vol. 8, no. 2, 2017, pp. 149–63.
- Erniwati, et al. “Navigating Podcasts in the English Listening Classroom: A Library Research.” *Lectura: Jurnal Pendidikan*, vol. 16, no. 1, 2025, pp. 132–43, <https://doi.org/https://doi.org/10.31849/lectura.v16i1.24154>.
- Firmino, Cristiana Furtado, et al. “Corrigendum to ‘Nursing in Tune: Evaluation of the Effectiveness of Podcasts as an Educational Tool for Undergraduate Students - A Cross-Sectional Study’ [Nurse Education Today 149 (2025) 106658].” *Nurse Education Today*, vol. 149, no. 106695, 2025, pp. 1–7, <https://doi.org/10.1016/j.nedt.2025.106658>.
- Hadijah, Sitti, and Shalawati. “A Study on Listening Skills and Perspective to First Year Students at English Department of Academic Year 2015/2016.” *Journal of English for Academic*, vol. 3, no. 2, 2016, pp. 70–80.
- Hassan, Nayyer, et al. “Use Of Dictogloss Technique To Improve Writing Skill Of Undergraduate Students In ELT Classroom.” *ResearchGate*, vol. 9, no. 2, 2023, pp. 34–45, <https://doi.org/10.5281/zenodo.7601138>.
- Jose, Jayaron. “Dictogloss for Teaching English in an Integrated Framework of Skills (Listening, Speaking, Reading, and Writing) and Language.” *Research Highlights in Language, Literature and Education*, vol. 6, 2023, pp. 69–86, <https://doi.org/10.9734/bpi/rhll/v6/10082f>.
- Kiernan, Martin A., et al. “The Power of Podcasts: Exploring the Endless Possibilities of Audio Education and Information in Medicine, Healthcare Epidemiology, and Antimicrobial Stewardship.” *Antimicrobial Stewardship and Healthcare Epidemiology*, vol. 3, no. 1, 2023, pp. 1–3, <https://doi.org/10.1017/ash.2023.178>.
- Minh, Nguyen Thi Hong, and Tran Thi Lan. “Using Dictogloss to Enhance Listening Comprehension Skills for English Majors at Thai Nguyen University of Education.” *American Journal of Humanities and Social Sciences Research*, vol. 5, no. 5, 2021, pp. 87–92, www.ajhssr.com.
- NamazianDost, Islam, et al. “The Effects of Using Podcast on Listening Comprehension among Iranian Pre-Intermediate EFL Learners.” *International Journal of Applied Linguistics & English Literature*, vol. 6, no. 6, 2017, pp. 57–70, <https://doi.org/10.7575/aiac.ijalel.v.6n.6p.57>.
- Pratama, Hussaeni Shadam Handi, et al. “The Use of YouTube as a Learning Tool in Teaching Listening Skill.” *International Journal of Global Operations Research*, vol. 1, no. 3, 2020, pp. 123–29.
- Puspita, Dian, and Dina Amelia. “TED Talk: A Supplement Material to Promote Students’ Autonomy in Listening.” *Elitin Journal*, vol. 8, no. 2, 2020, pp. 91–102.
- Puspita, Nurul. “Enhancing Students’ Listening Skill Through Dictogloss.” *English Education: Jurnal Tadris Bahasa Inggris*, vol. 9, no. 1, 2016, pp. 173–85.
- Rahmi, Regina. “The Effectiveness of Dictogloss Technique in Teaching Listening at SMPN 2 Mesjid Raya.” *Getsempena English Education Journal*, vol. 3, no. 2, 2016, pp. 72–83.
- Rezaei, Hossein Ahmadi. “The Effect of Using Dictogloss Technique on Listening Comprehension.” *Journal of Education Experiences*, vol. 1, no. 2, 2018, pp. 49–62.
- Saeedakhtar, Afsaneh, et al. “The Impact of Collaborative Listening to Podcasts on High School Learners’ Listening Comprehension and Vocabulary Learning.” *System*, vol. 101, no. 1, 2021, pp. 1–15, <https://doi.org/10.1016/j.system.2021.102588>.
- Safitri, Khulia, et al. “A Photovoice Study on Teacher’s Emotional Experiences and Challenges in Applying the Dictogloss Technique for Teaching Listening.” *SALEE: Study of Applied Linguistics and English*

Education, vol. 5, no. 1, 2024, pp. 186–201, <https://doi.org/10.35961/salee.v5i1.925>.

Sani, Haritsah, et al. "Using Podcast with Dictogloss Procedures to Improve Listening Comprehension and Writing Achievements of Tenth Graders." *JeJe: Journal of English Literacy Education*, vol. 3, no. 2, 2016, pp. 164–78.

Shahid, Shahid Hussain, and Zuraina Ali. "Effects of Video-Podcasts on Listening Comprehension of Saudi EFL Learners." *European Journal of English Language Teaching*, vol. 2, no. 4, 2017, pp. 169–94, <https://doi.org/10.5281/zenodo.891143>.

Ulfa, Luluk Nabila, et al. "The Effectiveness of Using Dictogloss as a Method to Improve Students' Listening Achievement at MTs Ma'arif 04 Rumbia." *U-Jet*, vol. 11, no. 2, 2022, pp. 185–89.

Xiao, Yu, and Maria Watson. "Guidance on Conducting a Systematic Literature Review." *Journal of Planning Education and Research*, vol. 39, no. 1, 2017, pp. 1–20, <https://doi.org/10.1177/0739456X17723971>.

Zellatifanny, Cut Medika. "Tren Diseminasi Konten Audio on Demand Melalui Podcast : Sebuah Peluang Dan Tantangan Di Indonesia Trends in Disseminating Audio on Demand Content." *Jurnal Pekommas*, vol. 5, no. 2, 2020, pp. 117–32, <https://doi.org/10.30818/jpkm.2020.2050202>.