

USING PODCAST WITH DICTOGLOSS PROCEDURES TO IMPROVE LISTENING COMPREHENSION AND WRITING ACHIEVEMENTS OF TENTH GRADERS

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Abstract: The aim of this experimental study was to investigate whether or not there was a significant improvement in students' listening comprehension and writing achievements after being taught by using podcast with dictogloss procedure and a significant difference in listening comprehension and writing achievements of the students who got the treatment and those who did not. This study also investigated which aspects of listening comprehension and writing that had contribution towards the students' achievements. The population of this study was all of the tenth graders of SMA Negeri 22 Palembang in academic year 2015-2016. Forty students with similar listening proficiency level were selected as the sample by using purposive sampling method. They were divided equally into experimental and control groups. Pretest and posttest were given to both groups, but only the experimental group was taught by using podcast with dictogloss procedure as the treatment. The data were obtained from listening comprehension and writing pretests and posttests in both groups and were analyzed by using both paired and independent sample t-test, and linear regression. The results showed that there were a significant improvement in listening and writing achievements in the experimental group. However, there were a significant different in listening (mean difference=11.050, $p=0.006$) and writing (mean difference=27.850, $p=0.000$) achievements between both groups. In addition, all of aspects of listening and writing gave a significant contribution to the students' achievements after getting the treatment.

Keywords: *listening comprehension, writing, podcast, dictogloss procedure*

From all of English language skills that are taught at school, listening is the most basic one. It is related to what Sharma (2011, p. 13) states that it is essential for learning since listening enables students to acquire insight and information, and to achieve success in communicating with others. Morley (2001, p. 70) also

mentions that it is a vehicle for teaching the elements of grammatical structure and allow a new vocabulary items to be contextualized within a body of communicative approach. Understanding spoken words is prerequisite to speaking, reading, and writing. Morley (2001, p. 70) adds that some researchers have shown strong evidence that

listening comprehension and language acquisition are closely related.

Furthermore, Morley (2001, p. 70) says that listening skill transfers to other skills, and promoting listening skills before focusing on oral or written skills increases the foreign language acquisition. This information shows that listening skill is very important for the students in learning English as foreign language. Mastering listening skill can help the students to master the other skills.

However, the English teaching and learning process in Indonesia show that listening skill gets very low attention. It is in line with what Suparmin (1999, p. 221) states that listening skill has not been given proper attention of the teachers in teaching and learning English as a second or foreign language in secondary school in Indonesia.

Based on the result of their study, Cahyono and Widiyati (2009, p. 195) explain that the reason of neglecting listening is the notion that it is a passive skill and thus should not be taught. It is also often assumed that listening skills could be acquired through exposure, but not really taught. Therefore, many English teachers believe that listening skill will be developed naturally through the process of learning English and decide not to teach listening in their classroom. In addition, based on the study conducted by Eltawila (2009, p. 29), some reasons given by the English teachers related to the problem of neglecting listening in their EFL classroom are as follows: (1) shortage professional training in the teacher education and training program related to teaching listening, (2) the supervisors do not give sufficient support for the teachers to teach listening, and (3)

teaching aids for listening exercise are not sufficient and available.

Similarly, based on the informal interview between the writer and two of the English teachers of Senior High School Number 22 Palembang, it was found out that the similar problems also exist at this school. The English teachers interviewed stated that they and the other English teachers at the school sometimes neglect listening activity in their classrooms with many reasons. They said that listening materials are very limited. It is because the teachers only use the materials provided in the text book which is completed with an audio cassette. They explained that for preparing more listening materials from other sources takes long time, while they have many other responsibilities related to their teaching and learning activities. In addition, to deliver listening material properly, they need some kinds of device such as laptop and speaker, while the availability of those things is very limited.

This school has only one language laboratory that is completed with those two devices. There are also some of those devices provided in the office which can be brought to their classroom, but it is hard to use it because it might be used by the other English teachers at the same time. It pushes the teachers to neglect giving listening materials to their class. This may give impact to the students' listening skill.

In addition to listening, the English teachers of Senior High School Number 22 Palembang said that the students also face some difficulties in writing activity. It is in line with the result of the study which was conducted by Seyabi and Tuzlukova (2014, p. 42) who found that there were some problems in writing activity faced by EFL Omani school students. Seyabi and

Tuzlukova (2014, p. 42) mention that the problems relate to how to choose the appropriate grammar, how to put the ideas in coherent way, how to have enough ideas about the topics they are asked to write, how to choose the right vocabulary, and how to start, develop and conclude the ideas in their writing. It can be concluded that, the problem that relates to starting, developing and concluding the ideas in writing is considered as the most difficult part in writing by the students. Similarly, these problems also faced by the students of Senior High School Number 22 Palembang. According to the English teachers, based on their observation during teaching and learning process in their classrooms, the most difficult problem for the students is deciding how to start the paragraph or finding the idea. It may be caused by the topic given which is not familiar for the students or the topics are not interesting. To overcome this problem, Seyabi and Tuzlukova (2014, p. 42) say that the teacher should give the introduction as the input for the students before they start to write.

The English teachers of Senior High School Number 22 Palembang can overcome the problems that relate to listening and writing activities mentioned above by using some media provided in the classroom environment. For example, by utilizing the smartphone which the students may have. A survey done by Nielsen (2013) in relation to the ownership of a smartphone in Asia showed that Indonesia was in the second rank out of nine countries. The most percentage belonged to the students in high school level (junior and senior). It means that, the students at senior high school level have high interest to the smartphone. Even, according to the English teachers interviewed, almost all of the students of

Senior High School Number 22 Palembang also have their own smartphones. This kind of technology could be utilized by the English teachers to teach and improve the students' listening and writing skills. Through the students' smartphones, teachers can introduce them to some kinds of listening material which can also help them in writing and increase their motivation in learning. For example, podcast which can be accessed easily by the students and also the teachers.

According to Stanley (2006, p. 1), podcast is the distribution of audio or video files, such as radio programs or music videos, over the internet, using either RSS or Atom syndication for listening on mobile devices and personal computers. Jain and Hashmi (2013, p. 158) explain that podcasts are very popular for the authentic listening program prepared by the proficient speakers and are extremely helpful for learners to produce the natural speech as by the native speakers. Sze (2006, p. 119) adds that using podcast in ELT effectively bridges the gap between the formal English which dominates most second language classrooms and the informal English used in most real-life communication events. Those things are very useful in improving students' listening skill. Moreover, focusing specifically on writing skill, Bamanger and Alhassan (2015, p. 67) state that podcasting can be seen as a promising tool, not only because of its availability for enriching vocabulary, but also because of its features such as providing more exposure to authentic language, a good tool for reviewing lessons, and offering language learners with samples of real language and authentic materials. It means that, using podcast in English language teaching will help the teachers to improve the students' listening and writing skill simultaneously.

However, allowing the students to use their smartphone in teaching and learning process also can create a problem. Based on the result of the study conducted by Lam and Tong (2012, p. 390) about using such kinds of technology like smartphone and computer, it was found that the students have spent the majority of their time in class (69.96%) on activities that were related to course whereas the rest of time (30.36%) on activities not related to course. The students read and sent email and short message, read news, visited e-commerce site, and even played games. Lam and Tong (2012, p. 390) concluded that it was hard for the students to avoid the distractions caused by the use of those devices. This might be happened to the students in every school, because this kind of technology provides many interesting applications that they can access easily. Therefore, the teacher should change the classroom dynamic to help the students to avoid the distractions caused by the use of their smartphone and concentrate on their task.

One kind of activities that might keep the students' concentration is dictogloss procedure.

According to Vasiljevic (2010, p. 41), dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. This activity was originally introduced by Wajnryb (1990, p. 5) as an alternative procedure of teaching grammar. Wajnryb (1990, p. 5) mentions some benefits of this activity. First, this procedure gives students a more precise understanding of English grammar than do other approaches and consequently leads to higher accuracy in language use. Then, text reconstruction promotes both the negotiation of

meaning and the negotiation of form. Since the students work in group, it means that this procedure will force them to stay actively engaged in the learning process and help them to concentrate. The most important is, in this activity learners not only practice listening, but also writing and speaking and rely on their knowledge of semantic, syntactic and discourse systems of the target language to complete the task. It is very good activity which can be applied in teaching listening that also can help the students to write as a product. It will prove that listening can promote the other skills including writing.

In the study conducted by Arief and Adnan (2013, p. 51), dictogloss procedure was combined with the use of video to help the students in writing activity. It was proven that the use of video as an authentic material in dictogloss procedure helped the students in writing, especially in the reconstruction step. The result of this study showed that, the use of video and the application of dictogloss procedure was significantly improve the students' writing achievement and also their motivation to write. It means that using an authentic material will be useful to help the students increase their ability.

In this study, the writer is interested to combine dictogloss procedure in teaching listening and the use of podcast on the students' smartphones. The writer replaced the dictation activity in dictogloss procedure with the use of podcast, to investigate the effect of using the authentic listening material through dictogloss procedure on the students' listening and writing achievement. So that, the writer conducted a study entitled "Using Podcast with Dictogloss Procedures to Improve Listening Comprehension and Writing Achievements of the Tenth

Graders of SMA Negeri 22 Palembang” to know whether or not there was a significant improvement from pretest to posttest and difference in listening comprehension and writing achievements of the tenth graders of SMA Negeri 22 Palembang who were taught by using podcast with dictogloss procedure and those who were not, and also to know which aspects of listening comprehension and writing that had contribution toward the students’ achievements.

METHODOLOGY

Research Design

This study was conducted by using quasi experimental research method and non-equivalent control group design of research. The pretest and posttest in the form of listening comprehension and writing tests were administered to both experimental and control groups. The treatment was only given to the experimental group by teaching them by using podcast with dictogloss procedure for 20 meetings.

Population and Sample

The population of the study was all of the tenth graders of SMA Negeri 22 Palembang in the academic year 2015-2016, with the total number 435 students from eleven classes. Two classes which have most similarity than the others were chosen as the sample. Based on the result of listening proficiency level test that was given to both class, twenty students from each class who have similar level (B1) were chosen as the sample. X1 where the total numbers of B1 students were more than X2, was taken as the control group, while X2 as the experimental group which will get the treatment.

Data Collection

To collect the data, two kinds of test were administered to both groups before and after the treatment given. The listening comprehension test consisted of five audios with different levels of listening proficiency (A1, A2, B1, B2, and C1) followed by six question items for each of them, while, in writing test, the students were given an audio of describing someone and asked to write a descriptive text related to the audio they have listened to. The results of students’ writing were scored by two raters using a rubric for descriptive text.

Validity and Reliability

The content validity of the listening comprehension and writing tests were checked by giving the test instruments to three raters to make sure that the test content is relevant with the purpose of the study and the syllabus of 2013 curriculum for tenth graders. Based on the expert judgments, it was known that the listening and writing instruments were appropriate and could be used as the test instruments of this study. After that, try out test were administered to the tenth graders of SMA Negeri 7 Palembang.

For listening test, the results of try out test were used to analyze the validity of each item. The result of Cronbach Alpha showed that only thirty items were valid, since the corrected item-total correlations were higher than r-table (0.339). After getting the valid items, reliability was also analyzed by using Cronbach Alpha. Since the reliability coefficient was 0.937, higher than 0.07, the instrument was considered reliable.

For writing test, try out test was only to know the specific time allocation needed by the students to write the text. For analyzing the inter-rater reliability, the results of students' writing pretest and posttest in both groups given by the two experts were analyzed by using Pearson Product-Moment Correlation. The correlation results between rater I and rater II were significantly reliable since all of the r-values were higher than 0.590 at the significant level 0.01 in 2-tailed testing.

Data Analyses

Three kinds of analysis were used to answer six hypotheses in this study. First, to know whether there was an improvement from pretest to posttest in experimental and control groups, paired sample t-test was applied. Then, independent sample t-test was used to see the difference of pretest and posttest in both groups. Last, to know which aspects of listening comprehension and writing that contribute significantly to the students' achievements after being taught by using podcast with dictogloss procedure, stepwise multiple regression was used. SPSS 20 was used in analyzing all the data obtained.

FINDINGS

Descriptive Statistics

As shown in table above, the result of posttest showed satisfactory result made by the students in experimental group. Most of the students could reach the level above Average in listening and writing after getting the treatment. Meanwhile, students in control group only had a little improvement in writing, even in listening the posttest score was lower than the pretest.

Table 1. The Score Distribution of Listening and Writing Test (N=40)

Skill	Score Interval	Score of Achievements	Experimental				Control			
			pre		post		pre		post	
			N	%	N	%	N	%	N	%
L I S T E N I N G	86-100	Very good	0	0	0	0	0	0	0	0
	71-85	Good	0	0	6	30	3	15	0	0
	56-70	Average	5	25	10	50	5	25	8	40
	41-55	Poor	7	35	3	15	12	60	9	45
	≥40	Very poor	8	40	1	5	0	0	3	15
	mean		47.45		63.20		57.10		52.15	
W R I T I N G	86-100	Very good	0	0	8	40	0	0	0	0
	71-85	Good	4	20	10	50	1	5	4	20
	56-70	Average	9	45	2	10	3	15	3	15
	41-55	Poor	5	25	0	0	8	40	9	45
	≥40	Very poor	2	10	0	0	8	40	4	20
	mean		61.00		80.15		46.45		52.30	

Listening Comprehension (Paired and Independent Sample t-Test)

Table 2. Results of Paired and Independent Samples t-test of Listening Comprehension Achievement and Its Aspects

Var	Paired sample t-test								Independent sample t-test	
	Experimental				Control				Mean diff	t/ Sig.
	Mean		Mean diff	t/ Sig.	Mean		Mean diff	t/ Sig.		
	Pre	Post			Pre	Post				
Total	47.4	63.2	15.7	7.981	57.1	52.1	4.95	1.503	11.0	2.930
Main Idea	1.05	1.65	0.60	1.710	2.55	0.15	2.40	8.718	1.50	4.013
Detail	15.3	20.6	5.35	3.762	18.5	16.0	2.55	1.982	4.65	2.815
Inference	20.6	29.5	8.90	8.833	26.2	24.0	2.15	0.900	5.50	2.247
Cause-Effect	1.50	1.65	0.15	0.201	0.30	2.40	2.10	4.765	0.75	1.707
Vocabulary	4.40	4.65	0.25	0.773	5.20	6.25	1.05	1.437	1.60	2.404
Sequence	4.35	4.95	0.60	0.885	4.20	3.25	0.95	1.125	1.70	1.770

Then, based on the p-outputs of these two aspects, only cause and effect that significantly improved, since the p-output was lower than 0.05, while vocabulary was not improved significantly.

Furthermore, the result of independent t-test showed that there was a significant difference between the result of posttest in experimental and control groups, since the p-output was lower than 0.05. Then for the aspects, the aspects of main idea, detail, inference, and vocabulary had a significant difference in experimental and control groups, since the p-output was also lower than 0.05.

The table shows that it can be seen that there was an improvement in listening comprehension (total) and all of its aspects from pretest to posttest in experimental group. Since only the p-outputs of total, detail, and inference that were lower than 0.05, it means that only these three parts that were significantly improved. The other four aspects, main idea, cause and effect, vocabulary, and sequence were not significantly improved, because the p-output were higher than 0.05.

In control group, the students' listening comprehension (total) from pretest to posttest did not show an improvement. The total result in posttest was lower than the pretest. The p-output showed that there was not a significance difference, since it was higher than 0.05. For the aspects, there were only two aspects that showed an improvement, they are cause and effect, and vocabulary, while the other four aspects (main idea, detail, inference, and sequence) did not show an improvement.

Writing (Paired and Independent Sample t-Test)

Table 3. Results of Paired and Independent Samples t-test of Writing Achievement and Its Aspects

Var	Paired sample t-test								Independent sample t-test	
	Experimental				Control				Mean diff	t/ Sig.
	Mean		Mean diff	t/ Sig.	Mean		Mean diff	t/ Sig.		
	Pre	Post			Pre	Post				
Total	61.0	80.1	19.15	5.273	46.4	52.3	5.850	1.741	27.85	6.107
Content	18.5	24.9	6.375	4.587	13.6	17.6	3.938	2.430	7.313	4.081
Organization	11.1	15.7	4.625	4.796	8.25	10.3	2.125	2.819	5.375	4.983
Grammar	12.2	14.8	2.625	3.462	10.0	10.2	0.250	0.317	4.625	5.274
Vocabulary	9.75	12.8	3.094	5.472	9.75	12.8	3.094	0.295	5.063	6.425
Mechanics	9.09	11.6	2.531	3.630	6.75	6.19	0.563	0.809	5.438	5.979

Table above shows that, there was an improvement in students' writing achievements from pretest to posttest in

both groups, also in all aspects, except in the aspect of mechanics in control group, since the mean of posttest was lower than the pretest.

Next, the result of paired sample t-test showed that the students writing in experimental group (total) and all of its aspects were significantly improved since the p-outputs were lower than 0.05. While, in control group there was no a significant improvement of writing achievement (total) in control group, since the p-output was not lower than 0.05. In its aspects, there were only two aspects (content and organization) of writing in control group that improved significantly, while the others did not, because the p-output of those aspects were higher than 0.05.

Furthermore, the result of independent sample t-test showed that the p-output of students writing posttest achievements in both groups was lower than 0.05, it means that the experimental and control groups showed a significant difference. For all writing aspects, the p-outputs were also lower than 0.05, it means that all of the writing aspects also showed a significant difference in both groups.

Contribution of each Aspect of Listening Comprehension and Writing to the Result of Posttest in Experimental Group (Stepwise Linear Regression)

From the table below, it can be seen that all of listening aspects contributed to the listening posttest of experimental group after being taught by using podcast with dictogloss procedure. The aspects of inference contributed 79.9%, followed by detail (11.5%), main idea (2.8%), sequence (2.4%), vocabulary (1.6%), and cause-effect (0.09%). All of the aspects of writing also gave contribution to students'

writing achievement in the experimental group. The contributions were as follows: content (87%), followed by vocabulary (6.3%), mechanics (3.6%), grammar (1.4%), and organization (1.7%).

From table 4, it can be seen that all of listening aspects contributed to the listening posttest of experimental group after being taught by using podcast with dictogloss procedure. The aspects of inference contributed 79.9%, followed by detail (11.5%), main idea (2.8%), sequence (2.4%), vocabulary (1.6%), and cause-effect (0.09%). All of the aspects of writing also gave contribution to students' writing achievement in the experimental group. The contributions were as follows: content (87%), followed by vocabulary (6.3%), mechanics (3.6%), grammar (1.4%), and organization (1.7%).

Table 4. Contributions of Aspects of Listening and Writing Comprehension

Skill	Model	R	R ²	Change Statistics	
				R ² Change	Sig. F Change
Listening	1	0.849	0.799	0.799	0.000
	2	0.956	0.913	0.115	0.000
	3	0.970	0.942	0.028	0.013
	4	0.983	0.965	0.024	0.006
	5	0.990	0.981	0.016	0.004
	6	0.995	0.990	0.009	0.004
a. Inference b. Inference, Detail c. Inference, Detail, Main Idea d. Inference, Detail, Main Idea, Sequence e. Inference, Detail, Main Idea, Sequence, Vocabulary f. Inference, Detail, Main Idea, Sequence, Vocabulary, Cause-Effect					
Skill	Model	R	R ²	Change Statistics	
				R ² Change	Sig. F Change
Writing	1	0.993	0.870	0.870	0.000
	2	0.966	0.933	0.063	0.001
	3	0.984	0.968	0.036	0.001
	4	0.991	0.982	0.014	0.004
	5	1.000	0.999	0.017	0.000
a. Content b. Content, Grammar c. Content, Grammar, Vocabulary d. Content, Grammar, Vocabulary, Mechanics e. Content, Grammar, Vocabulary, Mechanics, Organization					

From the table above, it can be seen that all of listening aspects contributed to the listening posttest of experimental group after being taught by using podcast with dictogloss procedure. The aspects of inference contributed 79.9%, followed by detail (11.5%), main idea (2.8%), sequence (2.4%), vocabulary (1.6%), and cause-effect (0.09%). All of the aspects of writing also gave contribution to students' writing achievement in the experimental group. The contributions were as follows: content (87%), followed by vocabulary (6.3%), mechanics (3.6%), grammar (1.4%), and organization (1.7%).

DISCUSSION

Some interpretations are described related to the data obtained from the students (N=40). It was counted

statistically by using SPSS 20. The results of analysis of five hypotheses were explained one by one in this part.

In term of listening comprehension test, the result of students' posttest in experimental group was significantly improved. It was the influence of using podcast in teaching listening. Podcast used in this study is an audio program made and posted on the internet and accessed online through the students' smartphone. It is one kind of authentic material that can help the students improve their listening comprehension achievement. It is in line with what Facer et al. (2009) mentions, that podcast carries the inherent advantage of the spoken word over the written text because it can convey the rhythm, tempos, and inflection of oral language so that, the listener (students) will not only get the information like in reading a text, but it also affects their listening skill. Besides that, since it is provided through the online resources, podcast also motivate the students to be more active in learning. It is in line with what Jain and Hashmi (2013) mention, that using podcast in teaching and learning process can motivate the students to participate in various ELT classroom activities.

By using podcast as the media, the students also have more time to explore the listening material than what they have when the teacher only uses a tape recorder as the media. The problem of inability to get things repeated in listening activities like what Machackova (2009) says did not happen when podcast used as the teaching media. Those reasons must influence the significant improvement of students' pretest to posttest in experimental group.

Moreover, from all aspects of listening, only the aspects of detail and inference that were significantly

improved. Besides the influence of using podcast, it was also influenced by the level of listening material used in the test. In the listening test, there are five texts with different levels. One is from the appropriate level to the students, while the others are two below and two above of their level. The texts of two level above were quite difficult for the students, while most items that contained the aspects that were not significantly improved were in those two texts. That was the reason why some aspects of listening were not significantly improved. It is in line with what Renandya (2012) says that listening materials above the students' 'head' often become the reason why listening activity is difficult and uninteresting.

The most important key consideration of selecting listening comprehension material is that it should be highly interesting and meaningful for the students. In another word, to let the students comprehend the materials, it should be pitched at the right level.

Meanwhile, in control group where the students were not given the treatments, there was no a significant difference in students' listening pretest to posttest, then the mean of pretest was also higher than the posttest. It was because the students in this group did not receive any teaching as the experimental did. They were not trained how to get the important information in the speed listening material played as in experimental group. They were too busy with the meaning of some certain words, so that they miss the important information. Then, because in listening pretest and posttest the students got the similar test items, when they answered the posttest, they still remembered their answer in pretest and most of them changed them to get the better results,

but unfortunately it became worse. Besides that, the reasons of being bored getting the similar test may also influence the decreasing of students' score in pretest to posttest. Some students complained why they got the test more, while there no discussion about it. It showed that the students get bored getting the similar test. Those reasons may influence there were no significant improvements in students listening comprehension (total) and its aspects from pretest to posttest in control group.

In addition, the students' posttest result in both groups was significantly different. It was not only because of podcast as one kind of technology that can interest and motivate the students, but since it can be accessed whenever and wherever by the students, not only in the classroom, so that it provided more opportunities for them to explore the listening materials, it trains them to be accustomed to listening activities and helps them to increase their listening comprehension. It is in line with what McBride (2009) says that, listening is like reading, is improved through extensive practice. So that, the use of podcast that can be accessed easily and quickly by the students wherever and whenever they are is a good choice in teaching English. Then, in terms of its aspects, they were significantly different in some aspect, main idea, detail, inference, and vocabulary.

In terms of writing, the students' writing achievements of pretest to posttest in experimental group were significantly improved, while in control group, although there is an improvement, but it was not significant. It is because the influence of using podcast with dictogloss procedure. Podcast as an authentic material is not only able to improve students listening

skill, but also the other skills. Waltermire (2008) states that, since podcast is authentic, students are exposed to the material that more accurately reflects to the target language culture. It is not only useful for the students to know how to construct a text, use the appropriate words and grammar, and use the correct punctuation, but also to inform them how the target language culture is. It is also able to motivate the students since learning the target language culture is very interesting, moreover it is accessed through an online source like smartphone.

Next, the application of dictogloss procedure is also very beneficial. It is in line with what Wajnryb (1990, p. 5) states that since the students work in group, it means that this procedure will force them to stay actively engaged in the learning process, help them to concentrate and control them from the distraction of using smartphone. In addition, dictogloss procedure also provide some activities that improve students' writing achievements. After listening to podcast, the students did some discussion to get the points of the podcast and its generic structure, then they share what their group have gotten in the discussion to the others, and the last they produce their own text related to what they have listened from the podcast. The advantages of podcast and dictogloss procedure in teaching English become the reason why writing achievement in experimental group and all of its aspects significantly improved.

Similar to the results of paired sample t-test, the result of independent sample t-test also showed that students' writing posttest in both groups were significantly different, so were all of the aspects. Based on the benefits of using podcast with dictogloss procedure

explained before, it is clear that the results in experimental group would be better than the control one. The control group who did not receive any treatment, did not train how to construct the text, use the appropriate words and grammar, and use the correct punctuation. That was the reason why the result of control group was not as good as experimental group. It is in line with what Renandya (2012) states that listening comprehension material that is over the students' 'head' often becomes the reason why listening activity is difficult and uninteresting. The key consideration in selecting listening comprehension material is that it should be highly interesting and personally meaningful for the students. To let the students comprehend the listening material, it should be pitched at the right level.

Finally, related to the results of linear regression, all of the listening aspects significantly contributed to the listening comprehension achievement. It showed that after being taught by using podcast with dictogloss procedure, students could master all of the listening comprehension aspects, since during the treatment given, they were trained to get the important information from the audio played. Not only being busy with the word mentioned, but they were also able to get the point of the audio. Therefore, all of the aspects gave a significant contribution to the students' achievement. Then, from the percentage, it was known that the aspect of inference gave the most contribution to the students' listening achievement. It shows that the aspect of inference was very important in listening. It means, the better the students' skill to infer the information from the audio, the better their listening achievement. Besides that, it was also influenced by the distribution of the test items. Since the items represented the aspect of inference were

more than the other aspects, the contribution of this aspect become higher than the others.

Similar to listening comprehension, in writing test, all of the aspects also significantly contributed to the writing achievements. It is because during the treatment given, the students were trained to construct the text, use the appropriate words and grammar, and also use the correct punctuation in the text. Those things helped the students to have the better achievements in writing and made all of the aspects of writing significantly contributed to the result of their writing.

For the aspect, content gave the most contribution to the result than the others. It was because the aspect of content is very important in writing. From the rubric adapted from Brown (2007) that was used in this study, the content aspect has the most portions in scoring the students' writing result. It means that the better the content of the students' writing, the better their achievement. Since by listening to the podcast before being asked to write helps the students got some important information to develop their idea, it is true that this media and strategy can effectively improve the students' writing achievements

To sum up, because of some its advantages, the use of podcast with dictogloss procedure was effective to help the students in improving their listening comprehension and writing achievements. The results of this study is in line with the results of some previous related study, such as Puspitasari (2011), Fitria (2015), Susanti (2012), Arief and Adnan (2013), and survey done by Facer et al. (2009).

CONCLUSION AND SUGGESTION

Based on the interpretations, combining the use of podcast and the application of dictogloss procedure has successfully improved the students' listening comprehension and writing achievements in total. The students in experimental group outperformed the control group both in listening comprehension and writing. Some aspects of listening have improved from pretest to posttest.

The aspects that improved the most were detail and inference. Actually, the other aspects (main idea, cause and effect, vocabulary, and sequence) also improved, but it was not too satisfying, since the improvements were not significant. While, in writing, all of the aspects showed a significant improvement from the pretest to posttest after being taught by using podcast with dictogloss procedure. It means that Ho1 and Ho2 of the study were rejected.

Since the difference of students' listening and writing posttest results in experimental and control group were significantly different, it means that Ho3 and Ho4 were rejected. Last, Ho5 and Ho6 were also rejected, since all of the aspects in listening comprehension and writing gave a significant contribution to the result of students' posttest with some specific percentages. The use of podcast with dictogloss procedure has helped the students to improve their listening comprehension and writing achievements. Since podcast is an authentic material for listening activity that was accessed through the smartphone, the students have been motivated and interested to get involved in listening activity.

Moreover, podcast as an appropriate activity to be combined with the use of podcast, has proven able to control the students from the distraction

of the smartphone and to help them improve their writing achievement.

Furthermore, there are some suggestions that can be offered as the follow up of this study. First, in determining the listening material, the teachers should consider the students' listening proficiency level first, so that the activity can be in line with the objective, to help the students' improving their listening comprehension, not to 'test' them. Second, in the classroom activity, the teacher should help the students to improve their ability in every aspect. In writing for example, besides giving podcast to brainstorm and help the students to have an idea to write, the teacher also should help them to comprehend how to write a text with the appropriate word choices, correct spelling, grammar and punctuation, and also appropriate text organization. Third, it is important to improve the students listening skill since it can help improve their English listening achievement. The development of technology makes it possible to improve the teaching and learning activities for listening skill. Using podcast that can be accessed through the smartphone is one of the options. Forth, to get the best result of using podcast as the listening material in the classroom, the availability of good internet connection at the school is required. Last, to maximize the result of applying discussion activity in the classroom (dictogloss), the students' ability must be considered, so that those who are better can help the member of the group whose ability is low.

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