CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this study and the suggestion for the English teacher, students and the other researcher.

A. Conclusion

This study aims to gather empirical evidence on the efficacy of incorporating Spotify podcasts into teaching listening skills at SMK PGRI 2 Kediri during the 2023/2024 academic year. The research findings reveal divergent average scores between the experimental and control groups. Notably, students exposed to small group discussions exhibited higher scores compared to those who were not. The average pre-test score for the experimental group stood at 55.31, while the control group's was 50.94. Subsequently, the average post-test score for the experimental group rose to 80.94, in contrast to the control group's 62.50. Due to the presence of several data with a significance level ($p<0.05$), it can be concluded that the result of the normality test on the data above is non normal or non-parametric. This study uses the Mann Whitney test because it consists of two different but interconnected samples and the data is not normally distributed.

The Mann-Whitney test obtained a Z of -5.912 with a significance value of 0.000. The significance value is less than 0.05, so based on the decision-making criteria Ho is rejected and Ha is accepted. In this study, the results of students in the experimental and control groups are significantly different. According to the calculations, the students in the experimental class, who were taught with a podcast (Spotify), did better than the students in the reference class, who were

taught with an audiobook. This shows that there is significant difference on listening skill between students taught using a podcast (Spotify) and students taught by using audiobook.

B. Suggestion

Based on the above conclusions, the researcher offers several suggestions for English teachers, students, and other researchers.

1. The English Teacher

The researcher suggests that educators utilize this platform to enhance students' listening abilities and promote independent study. Should the podcast application be extended to other objectives in the future, an analysis of students' characteristics and requirements is imperative to optimize media usage in alignment with their needs.

2. The Students

Students should actively engage with the teacher during English lessons. It is essential for students to motivate themselves to make learning using Spotify application enjoyable and avoid monotony. Moreover, students can independently practice listening skills wherever they are to familiarize themselves with the process.

3. The other Researcher

They can do similar studies in the future by using this study as a model. In the future, the researcher intends to find efficient methods for teaching listening comprehension to high school pupils. Future studies can offer a number of further changes to the way that podcasts are taught on the Spotify app.