

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provide study conclusions based on the findings and data analysis reported in previous chapters. In addition, this chapter will present many suggestions. These recommendations are intended at a variety of participants, including teachers, students, and future researchers interested in undertaking more study in comparable subjects.

A. Conclusion

This study revealed a significant contribution to understanding the effectiveness of podcast media in teaching English language skills to students at SMAN 1 Purwoasri. A statistically significant difference was found in the level of English proficiency between students who used podcast media and those who used traditional methods.

The results showed that the experimental group outperformed the control group in terms of listening performance. After receiving their respective treatments (animated video for the control class and video podcast media for the experimental class), both groups showed improvement in their listening comprehension scores. The control class achieved a post-test mean score of 83.53, with scores ranging from 76 to 96. However, the experimental class showed a slightly higher post-test mean score of 85.03, with a wider range of scores from 76 to 100. Although both classes improved, the experimental class maintained a slightly higher average, indicating the potential benefits of the video podcast media.

The main purpose of the hypothesis test, using Analysis of Covariance (ANCOVA), was to ascertain whether there was a significant difference in listening comprehension between the two groups after taking into account their initial listening ability, as measured by the pre-test score. The ANCOVA results, specifically for the variable “Group” in Table 4.7, generate a p-value (Sig.) of 0.026. Since this p-value is less than the predetermined significance level of 0.05, the researcher rejects the null hypothesis (H_0). Therefore, the alternative hypothesis (H_1) is accepted, which indicates that there is a statistically significant difference in listening comprehension between the group taught using video podcast media and the group taught using conventional methods.

The results of statistical analysis show that there is a statistically significant difference in listening comprehension between students taught using podcast video media (experimental class) and students taught using animated video media (control class) in tenth grade at SMAN 1 Purwoasri. This shows that the use of video podcast media has a significant positive effect on improving students' listening skills. The experimental group, which used video podcasts, achieved significantly different and higher learning outcomes compared to the control group.

Regarding the effectiveness of using podcast media in teaching listening skills, it was concluded that podcasts are an effective teaching tool for listening skills. Among these groups, podcasts proved to be the most effective. Podcasts also showed positive effects on students' motivation and engagement in the learning process. Podcasts provide interesting audio

content, ranging from narrated content to interactive discussions, which effectively engage students and motivate them to learn.

B. Suggestion

This study requires to give practical insights and motivate additional research in the field of teaching the English language. Based on the research, we propose many suggestion:

1. For teachers:

English teachers might try podcasts as a new or extra approach to educate students listening skills. To increase students' attention and engagement, teachers must prepare and select the appropriate podcasts.

2. For Students:

Student are encouraged to utilize podcasts independently outside of class to enhance their listening skills. Make good use of podcasts by taking notes, repeating tough sections, or learning terms that are unfamiliar.

3. For Future Researchers:

Podcasts can assist strengthen other English skills, such as speaking and writing, in future research. A long-term study or classroom action research might also be done to investigate the influence of podcasts in greater depth throughout a variety of learning contexts.