

## **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.

#### **5.1 Conclusion**

This study aims to obtain empirical evidence about the effectiveness of teaching using the Spotify podcast in teaching listening skills at SMAN 3 Kediri in the 2022/2023 academic year. In the research findings, students in the experimental and control groups have different average scores. Based on these results, students who were taught by small group discussions had higher scores than students who were not taught by small group discussions. The average pre-test score of the experimental group was 60.29 and that of the control group was 63.29. Additionally, the average post-test score of the experimental group was 75.59, and that of the control group was 70.57. The researcher not only looked at the comparative scores of the average scores of the two groups to find out the effectiveness of the small group discussion technique, but also saw the significant results of ANCOVA using SPSS 25. The results showed a significant value of 0.048 which is lower than 0.05 ( $0.000 < 0.05$ ). That is, the researcher has enough evidence to reject the null hypothesis. The alternative hypothesis is accepted. This means that the use of Spotify podcast media affects students' interest and listening skills. It can also be concluded that there are significant influences and differences between using Spotify podcasts and audio textbooks as listening learning media. When carrying out the data collection process, researchers need a loudspeaker to support the research process using podcast media (Spotify) on students' listening skills. In learning to listen, it is better to use loudspeakers so that the pre-test, treatment, and post-test data collection process can be carried out easily. However, SMAN 3 Kediri has limited loudspeakers, where not all classes have loudspeakers and only in certain classes. Therefore, researchers use their own loudspeakers to support the research process. In addition, there is a shortage in the time of learning activities. Because at SMAN 3 Kediri there are several activities during the month of Ramadan, so researchers are given limited time, which should be 90 minutes of

lessons, only gets 1 hour during learning. However, data collection from the pre-test to the post-test went well and efficiently.

## **5.2 Suggestion**

Based on the conclusion above, the researcher would like to give some suggestions to the English teacher, Students, and to the other researcher.

### **1. The English Teacher**

The researcher suggests that teachers can use this media to develop students' listening skills. And students can study independently. If in the future the podcast application is applied to other targets, then an analysis of the characteristics and needs of students must be carried out so that the use of media can be optimized according to the characteristics and needs of students. In addition, teachers should give students more practice to improve their listening skills.

### **2. The Students**

The students must pay attention to the teacher when he gives English lessons. Students need to provide encouragement from themselves so that learning through the Spotify application media is more fun and not boring. In addition, students can do this independently wherever they are to get used to listening skills.

### **3. The other Researcher**

They can use this work as a model for conducting future research in the same subject. The researcher hopes that future researchers can identify effective techniques for educating high school students' listening comprehension. Future researchers can provide several more modifications in teaching listening through podcasts on the Spotify application.