

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

5.1. CONCLUSION

Based on the findings and discussion presented in the previous chapter, this study investigated the use of podcasts in listening classes through a student-centered learning approach. The study employed a mixed-methods design involving 24 second-year students of the English Education Study Program, with 12 students in the experimental group and 12 students in the control group. The experimental group received podcast-based listening instruction, while the control group received conventional listening instruction. The findings showed that students in the experimental group experienced an improvement in their listening performance after receiving podcast-based instruction. The mean score increased from 60.92 in the pre-test to 85.33 in the post-test. However, the results of the hypothesis testing showed that the difference between the experimental and control groups was not statistically significant. The independent samples t-test produced a significance value of 0.474, which was higher than 0.05. The Mann-Whitney U test also confirmed the same result, with an Asymp. Sig. (2-tailed) value of 0.597. Therefore, the null hypothesis was retained, indicating that there was no statistically significant difference in listening skills between students who learned through podcasts and those who learned through conventional listening materials. Consequently, this study cannot conclude that podcasts were statistically superior to conventional instruction.

Nevertheless, the N-Gain results showed a more positive pattern. The experimental group obtained an average N-Gain score of 0.65, or 65%, which was categorized as enough effective, while the control group obtained an average N-Gain score of 0.46, or 46%, which was categorized as less effective. In addition, the Cohen's d effect size was 0.29, indicating a modest effect of podcast-based instruction on students' listening skills. These findings suggest that podcasts had practical potential for supporting listening development, even though the improvement was not statistically significant when compared with conventional instruction.

The qualitative findings further explain the quantitative results. Students in the experimental group perceived podcasts positively because they provided greater flexibility and control over the learning process. Students could pause, replay, and adjust the speed of the audio according to their individual needs. These features supported learner autonomy and allowed students to manage difficult parts of the listening material independently. The findings therefore support the principles of student-centered learning, in which students are expected to become active participants in managing their own learning while teachers function as facilitators.

The interview findings also showed that podcasts contributed to students' motivation and engagement. Students considered podcast-based activities more interesting because the topics were relevant to their interests and everyday experiences. Podcasts also exposed students to authentic English, new vocabulary, different speaking styles, and variations in accents. At the same time, students

experienced several difficulties, particularly when encountering unfamiliar vocabulary and different English accents. These difficulties indicate that authentic podcast materials can provide valuable listening exposure but still require appropriate guidance and material selection based on students' proficiency levels.

Overall, the findings indicate that podcasts have potential as a supplementary medium for listening instruction within a student-centered learning environment. The main contribution of podcasts in this study was not demonstrated through statistically significant superiority over conventional instruction, but through the combination of improved descriptive scores, a higher N-Gain score, a modest effect size, and positive student experiences concerning autonomy, flexibility, motivation, and engagement. Therefore, podcasts can be considered a useful and relevant alternative or supplementary medium for listening classes, particularly when they are integrated with appropriate activities, teacher guidance, authentic materials, and opportunities for students to control their own learning.

5.2.SUGGESTIONS

Based on these conclusions, several suggestions are proposed.

- 1) For English lecturers or teachers, it is recommended to integrate podcasts into the listening class lesson plans by selecting appropriate difficulty levels to familiarize students with authentic native speaker accents and language styles.

- 2) For students, podcasts should be proactively utilized as a tool for independent self-study outside the classroom, allowing them to adjust their learning pace and choose topics that align with their personal interests.
- 3) Meanwhile, for future researchers, it is highly recommended to conduct similar studies involving a much larger number of participants and a longer research duration. This is essential to improve statistical validity and to observe the long-term impact of podcast usage on students' learning habits and listening skills.

5.3.CONCLUDING REMARKS

In conclusion, this chapter has summarized the main findings of the study and presented the conclusions and suggestions. Although podcast-based learning did not produce a statistically significant difference compared to conventional instruction, it showed positive contributions to students' listening skills, learning autonomy, and motivation. Therefore, podcasts can be considered a valuable complementary medium in listening classes, while future studies are encouraged to involve larger samples and longer treatment periods to provide stronger evidence of their effectiveness.