

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding the impact of podcast-based learning on the listening skills of tenth-grade students at SMK Negeri 5 Kupang.

Based on the findings of the study, it can be concluded that the use of podcasts had a significant positive effect on the listening skills of tenth-grade students at SMK Negeri 5 Kupang. Besides improving students' listening achievement, podcast activities also promoted learner autonomy, increased learning motivation, and strengthened students' confidence when listening to authentic English materials. The flexibility of podcasts enabled students to listen repeatedly, allowing them to understand unfamiliar vocabulary, pronunciation, and contextual meaning more effectively. Therefore, podcasts can be considered one of the recommended instructional media for English listening classes, particularly in vocational education where students are expected to develop practical communication skills for future academic and professional environments.

First, the results of this study demonstrated that podcast-based learning significantly improved the listening skills of tenth-grade students at SMK Negeri 5 Kupang. This conclusion is supported by the descriptive statistical analysis, which showed that the mean score of the experimental group increased substantially from 70.65 in the pre-test to 88.47 in the post-test. The improvement of 17.82 points indicates that students achieved better listening comprehension after receiving podcast-based instruction. In contrast, the control group, which received conventional listening instruction, showed only a slight improvement from 54.12 to 56.30, indicating that traditional listening activities were less effective in improving students' listening performance.

Second, the inferential statistical analysis confirmed that the improvement observed in the experimental group was statistically significant. The independent-samples t-test produced a t-value of 7.290 with 38 degrees of freedom, while the

significance value was $p < 0.001$, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that the differences in students' listening achievement were not caused by chance but resulted from the implementation of podcast-based instruction during the learning process. Thus, podcast-based learning can be regarded as an effective instructional strategy for improving listening comprehension among vocational high school students.

Third, the findings suggest that podcasts provide meaningful learning experiences by exposing students to authentic spoken English in various communicative contexts. Throughout the learning activities, students were introduced to natural pronunciation, stress patterns, intonation, connected speech, and contextual vocabulary that are rarely found in conventional textbook-based listening materials. The opportunity to replay podcast episodes several times also enabled students to process information at their own pace, helping them overcome listening difficulties and gradually build better comprehension. This flexibility supports independent learning and encourages students to become more active participants in their own language learning process.

Furthermore, the results of this study reinforce Krashen's Input Hypothesis, which argues that language acquisition occurs when learners receive comprehensible input slightly above their current level of language proficiency. Podcasts served as authentic sources of comprehensible input because they provided meaningful spoken language within realistic communicative situations. Continuous exposure to such input enabled students to gradually acquire new vocabulary, recognize grammatical patterns, and improve their ability to interpret spoken messages. The findings therefore provide empirical evidence supporting the application of Krashen's theory in technology-enhanced English language learning.

The findings also support the principles of Communicative Language Teaching (CLT), which emphasize the importance of meaningful communication and authentic language use in language learning. Through podcasts, students experienced real-life communication rather than simplified classroom dialogues. They were encouraged to focus on understanding meaning instead of merely

memorizing vocabulary or grammatical rules. As a result, students developed not only better listening comprehension but also greater confidence in understanding spoken English in authentic contexts. This demonstrates that integrating digital learning media with communicative teaching approaches can create more meaningful and engaging classroom experiences.

Moreover, the findings of this study are consistent with previous research that reported positive effects of podcasts on English language learning. Similar studies have shown that podcasts improve listening comprehension, increase students' motivation, encourage learner autonomy, and provide authentic language exposure. The consistency between the present findings and previous empirical studies further strengthens the conclusion that podcasts represent an effective instructional medium for English listening instruction across various educational contexts.

Finally, this study contributes both theoretically and practically to English language teaching. Theoretically, the research provides additional empirical evidence supporting Krashen's Input Hypothesis and the principles of Communicative Language Teaching in explaining how authentic listening materials facilitate second language acquisition. Practically, the findings offer valuable recommendations for English teachers, schools, curriculum developers, and future researchers regarding the integration of podcasts into listening instruction. Consequently, podcast-based learning may serve as an innovative, flexible, and effective teaching strategy for improving students' listening comprehension and supporting the implementation of technology-enhanced language learning in vocational high schools.

However, because this study employed a quasi-experimental design without random assignment of participants, the findings should be interpreted with appropriate caution. While the results provide evidence that podcast-based instruction contributed positively to students' listening achievement, further research using a true experimental design is recommended to establish stronger causal evidence regarding the effectiveness of podcasts in English language learning.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for teachers, students, schools, future researchers, and curriculum developers. These suggestions are expected to maximize the benefits of podcast-based learning in English language teaching, particularly in improving students' listening skills.

1. For English Teachers

English teachers are encouraged to integrate podcasts into listening activities because podcasts provide authentic language input and create engaging learning experiences that can significantly improve students' listening comprehension. Unlike conventional audio materials, podcasts expose learners to natural pronunciation, various accents, authentic vocabulary, and real-life communication contexts. Such exposure enables students to become more familiar with how English is actually used by native and proficient speakers.

Teachers should carefully select podcasts that are appropriate for students' English proficiency levels, learning objectives, and interests. Selecting suitable materials will help students receive comprehensible input, allowing them to understand the content while gradually expanding their vocabulary and listening abilities. In addition, teachers are encouraged to organize podcast-based activities systematically by including pre-listening, while-listening, and post-listening tasks. Pre-listening activities may include introducing key vocabulary and activating students' background knowledge, while post-listening activities can involve discussions, summarizing, answering comprehension questions, or reflecting on the podcast content. These activities will encourage students to actively process the information they hear rather than simply listening passively.

Teachers should also motivate students to listen repeatedly to the same podcast episodes whenever necessary. Repeated listening helps students recognize unfamiliar vocabulary, improve pronunciation awareness, identify important information, and gradually increase their confidence in understanding spoken English. Furthermore, English teachers are

encouraged to participate in professional development programs related to educational technology so that they can continuously develop innovative teaching strategies and effectively integrate digital learning resources into classroom instruction.

2. For Students

Students are encouraged to use podcasts as independent learning resources outside the classroom because podcasts provide flexible opportunities for continuous English exposure. Since podcasts can be accessed anytime and anywhere through smartphones, computers, or other digital devices, students can practice listening according to their own learning schedules without being limited by classroom instruction.

Regular exposure to English podcasts may help students improve listening comprehension, vocabulary acquisition, pronunciation, grammar awareness, and overall language proficiency. Students are advised to choose podcast topics that match their interests, such as education, technology, sports, music, travel, business, or daily conversations. Learning through topics they enjoy can increase motivation and encourage them to practice listening more consistently.

Moreover, students should develop autonomous learning habits by setting personal listening goals, taking notes while listening, identifying unfamiliar expressions, and reviewing new vocabulary after each listening session. Students may also improve their speaking skills by repeating or shadowing the podcast recordings, imitating pronunciation, stress, rhythm, and intonation. These independent learning strategies will strengthen both receptive and productive language skills and support long-term English language development.

3. For Schools

Schools should support the integration of technology-based learning media by providing adequate facilities and encouraging teachers to implement innovative instructional approaches. Educational institutions play an essential role in creating learning environments that support the effective use of digital technology in English language teaching.

Schools are encouraged to provide stable internet access, multimedia classrooms, language laboratories, audio equipment, computers, projectors, and other digital learning facilities that enable teachers to utilize podcasts effectively during classroom instruction. In addition, schools should organize workshops, seminars, and training programs that improve teachers' digital literacy and instructional competence in using educational technology.

School administrators should also encourage collaboration among English teachers to develop podcast-based lesson plans, exchange teaching experiences, and evaluate the effectiveness of digital learning media regularly. Such collaboration can improve instructional quality and create more engaging learning experiences for students. Furthermore, schools may consider establishing English clubs or listening communities where students can practice listening to podcasts together, discuss the content, and improve their communication skills in a collaborative environment.

4. For Future Researchers

Future researchers are recommended to conduct similar studies with larger sample sizes, longer treatment periods, and different educational levels to further investigate the effectiveness of podcast-based learning in English language education. Expanding the number of participants and extending the duration of the intervention may produce more comprehensive findings and improve the generalizability of the research results.

Future studies may also compare different types of podcasts, such as educational podcasts, storytelling podcasts, news podcasts, conversational podcasts, or video podcasts, to determine which format contributes most effectively to listening comprehension. Researchers may investigate the influence of podcasts on other English language skills, including speaking, pronunciation, vocabulary acquisition, grammar development, reading comprehension, writing ability, learner autonomy, motivation, self-confidence, or critical thinking.

In addition, future research may employ mixed-method or qualitative approaches to explore students' learning experiences, perceptions, attitudes, and challenges when using podcasts in language learning. Comparative studies involving different schools, educational institutions, or geographical regions may also provide broader insights into the implementation of podcast-based learning across diverse educational contexts. These investigations will contribute to the growing body of knowledge regarding digital learning media in English language teaching.

Future researchers are encouraged to conduct similar studies using a true experimental design with random assignment of participants. Compared to quasi-experimental research, a true experimental design provides stronger control over extraneous variables and increases the internal validity of the study. As a result, researchers can make stronger causal claims regarding the effectiveness of podcast-based learning on students' listening skills.

Future studies may also involve larger sample sizes from different schools and educational levels to improve the generalizability of the findings. In addition, researchers are encouraged to investigate the impact of podcasts on other English language skills, such as speaking, vocabulary acquisition, reading, and pronunciation. Longitudinal studies are also recommended to examine the long-term effectiveness of podcast-based learning in English language education.

5. For Curriculum Developers

Curriculum developers may consider incorporating podcast-based activities into English language learning programs to promote authentic language exposure and improve students' communicative competence. As technology continues to influence modern education, integrating podcasts into the English curriculum can provide students with more meaningful, contextualized, and learner-centered learning experiences.

Curriculum developers are encouraged to design learning objectives that integrate authentic listening materials with communicative classroom activities. Podcast-based instruction may be incorporated into regular

listening lessons, project-based learning, independent learning assignments, and blended learning environments. Furthermore, curriculum developers should provide clear instructional guidelines that assist teachers in selecting appropriate podcasts, designing classroom activities, and assessing students' listening performance effectively.

The curriculum should also emphasize the development of digital literacy alongside language proficiency, enabling students not only to understand spoken English but also to utilize digital learning resources responsibly and independently. By integrating podcasts into English language education, curriculum developers can help prepare students to communicate more effectively in academic, professional, and global contexts while supporting the implementation of technology-enhanced learning in schools.