

Chapter 5: Conclusion and Recommendation

This chapter presents a conclusion about student's perception on the use of podcasts as media for learning listening comprehension, it is included the students' answers obtained from the interpretation of the data. This chapter also presents recommendations.

Conclusion

This research is about student's perception on the use of podcast as media for learning listening comprehension. The researcher's reason for choosing this research is because the researcher found that many students still lacked understanding of listening. In fact, listening comprehension has its own difficulty level, many students are difficult to hear sentences spoken by native speakers, and many students dislike the listening subjects. The students can hear the sentence, but fail to write what they hear. Some of them even failed to find the main ideas, supporting ideas, or details of the recording. Sometimes, the materials that the teachers made are not familiar to the students. So sometimes the students cannot understand the material or the students misunderstand the meaning of it.

The reason the researcher used podcast because the listener can control what they hear, give students the opportunity to use technology, and students can also make their own podcast as learning material. Podcast also helps students to improve students listening. Podcast is a type of digital media, usually audio, that is available in a series of episodes or parts and is streamed or downloaded by the users over the internet.

Listening to activities using podcasts is used as an authentic resource that has a special level and also the teacher must encourage students to use podcasts outside the classroom using cell phones or by downloading from the Internet. In addition, students must learn to design their own listening activities and record their own podcasts by practicing talking as much as possible about various topics related to their class, and then sharing with classmates. In addition, in podcast the students can study quietly, enjoy it because the podcast has no advertisements. So students will focus when the students learning.

Podcasts can also be used for other purposes, for example, to improve language learning through listening comprehension, peer discussions, writing summaries, and making recording target languages to be shared with the class. Besides, podcasts are important technology they are used in the classroom to improve listening comprehension because they are easy to use in the classroom and encourage long-term learning and outside the classroom as well.

This research was conducted in the third semester in the academic year 2019/2020 students of the English Department, Faculty of Letters and Culture, Universitas Negeri Gorontalo. The process of collecting the data was done by written interview because at the time when this research was conducted, the pandemic of Covid-19 were happening which cause many sectors were closed including Schools and Universities. With that being said, the process of collecting the data was only possible to be done online by using Google form.

The results of this study, the researcher found some supporting findings there are the familiarity of podcast and the opinion of podcast. The researcher also found there are three perceptions, namely; podcast can help students to improve listening comprehension, podcast is better than audio usually students heard, and the student's perception about the use of podcast as media for listening comprehension. The results are seen from the eleven students who said that podcasts can improve their listening skills. With podcasts, students can practice their listening anywhere and anytime.

In addition, the result of the research said that podcast is better than audio usually students hear. If compared to the audio they usually hear, the students find the audio is more difficult because it is usually less clear. Of the eleven participants, only four agreed that podcasts are better than audio. One of them disagreed and she/he chose that audio better than podcast because the participant felt good and comfortable when he heard the audio that he usually hears. And other six said that; depends on the condition sometimes podcast better than audio because the participant can understand but also sometimes audio better than podcast because the audio clearer to hear.

In addition, podcast and audio are the same. The participants said that podcasts are not much different from the audio. They said podcasts are fun likewise with radio. Another reason is also that the podcast and the audio they usually hear contain the same conversation. So that the participants took the decision that the podcast and audio were the same. The other participant is confused between choosing

podcasts or audio which she usually hears, but it seems the participant's answer is more dominant in choosing podcasts than the audio that she usually hears.

Another statement from the participants said that podcast is more relaxing, fun, and interesting to listen to. However, they also said that the audio is not too bad to hear either. The participant also said that podcast is not much different from audio because podcast and audio contain conversations. Even one participant said that maybe a podcast is better than audio.

From the result that the researcher found, the students said that the faculty should have podcasts because they can not understand when they watch podcasts on social media because it is unclear. It will be better if the faculty, especially in the English Department uses podcasts. The students will certainly always practice improving their listening, coupled with the podcast that can be used whenever students want. Therefore, the use of podcasts as a media for listening in our department would be better.

Podcast is very suitable for use as a learning media for listening because usually the language or words in the podcast are words that usually cannot be heard, so when the students listen to podcasts indirectly, it can improve their hearing. For those of them who are still not proficient in listening, they prefer if the podcast in the form of a video also include subtitles so they can practice listening. That's why the use of podcasts as a media is important.

The student also said that podcasts should be explained easier in order to increase motivation for listening. The purpose of the statement if the researcher it is

explained more about podcast, of course, the participant will be motivated to learn to use podcasts. The participants said that podcast is better if using general vocabulary and understandable vocabulary. The participant said that because the podcast talks about many things, so many vocabularies do not understand. Even though podcasts still be good influential for the use of podcasts as a media for listening comprehension. And also the participant said that is not bad if they use podcast. It means that podcast is good as media for listening comprehension.

Some of the participants said that they did not have suggestions toward the use of podcasts. The researcher found that the use of podcasts as a media for listening comprehension was quite good because it was seen from the perceptions of the participants. However from eleven perceptions, only nine agreed with the use of podcasts as a media for listening comprehension, and two of them disagreed with the use of podcasts as a media for listening comprehension.

Recommendation

This research reveals recommendations for the students toward the use of podcast as media for listening comprehension especially for the Students of English Department, Universitas Negeri Gorontalo.

1. For other researchers

The result of this research study can be a reference for conducting other research related to this research. This research can give more information and experience about how to use podcast as media for listening comprehension.

2. For students

This study will be helpful for students in understanding the importance of listening comprehension to gain more information. Moreover, applying podcasts can increase students' motivation to join listening classes.

3. For lecturer

This study can be used to understand the students' listening comprehension and the way of teaching and learning listening innovatively so that the learning quality will improve.

References

- Ahmed, F.(2016). Using podcasts to improve listening comprehension in the Arabic classrooms
- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.
- Annemarie. (n.d). *Speak confident English*. Retrieved from the 11 Best Podcasts to Improve Your Listening Skills Anytime, Anywhere:
<https://www.speakconfidentenglish.com/podcast-improve-listening/>
- Apriyanto, D (2017). *The English Teachers' Perception*.FKIP Universitas Muhammadiyah Purwakerto, p.4
- BARTOŠ, P. (2009). *Podcasting-new technology in education* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Braun, L. W. (2007). *Listen up!: podcasting for schools and libraries*. Information Today, Inc. In BARTOŠ, P. (2009). *Podcasting-new technology in education* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Brown (2000, p.7) *Teaching listening comprehension*. Retrieved from:
https://www.academia.edu/35085240/English_PODCAST_in_Listening_Classroom
- Case, A. (2008). *Why Your Students Have Problem With Listening Comprehension*. In Saputra, J. B. (2014). *The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An Experimental Research at SMP Muhammadiyah 1 Way Jepara)* (Doctoral dissertation, UNS (Sebelas Maret University)).

- Constantine, P. (2007). Podcasts: another source for listening input. *The Internet TESL Journal*, 13(1).
- Constantine, P. (2007). Definition of podcast. In Machmud, K., Basalama, N. *Podcast fir EFL Learners* (p.1) English education study program faculty of teaching and educational science. Universitas Islam As-Syafi'iyah
- Darwis, R. (2016). Students' perceptions towards the use of podcast in learning English: A case study of the second grade students at one high school in Bandung. *Journal of English and Education*, 4(2), 80-100.
- Foster & Havemann (2008), *The advantages of podcast*. Masaryk University Brno Faculty of Education. p .44
- Hadley, A. O. (2001). *Teaching language in context*. Boston, MA: Heinle & Heinle.
- Helgesen (2003). *Definition of Listening* (p.24). Retrieved from:
https://www.academia.edu/35085240/English_PODCAST_in_Listening_Classroom.
- Istanto (2011). Teaching listening with podcast. In Machmud, K., Basalama, N. *Podcast fir EFL Learners* (p.4) English education study program faculty of teaching and educational science. Universitas Islam As-Syafi'iyah
- Kavaliauskienė, G. (2008). Podcasting: a tool for improving listening skills. *Teaching English with Technology*, 8(4).
- Kozma, R. B. (1991). Learning with media. *Review of educational research*, 61(2), 179-211.
- Moleong, L.J (2000) *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, hlm. 3

- Nisa, F. (2018). *Improving Students' Listening Skills Through Podcasts of Eleventh Grade at SMK Tritech Informatika Medan in the Academic Year 2018/2019* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Nunan, D. (1999) *Second Language Teaching Learning*. In Saputra, J. B. (2014). *The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An Experimental Research at SMP Muhammadiyah 1 Way Jepara)* (Doctoral dissertation, UNS (Sebelas Maret University)).
- Prasetyo, M. D., Vianty, M., & Jaya, H. P. (2014). USING PODCAST TO IMPROVE STUDENTS' LISTENING COMPREHENSION ON DESCRIPTIVE TEXT. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 1(2), 93-99.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge university press.
- Rizzy, C., Nie, M., Rothwell, L. & Edirisingha. (2007) Podcast can improved listening skill. In Machmud, K., Basalama, N. *Podcast fir EFL Learners* (p.2) English education study program faculty of teaching and educational science. Universitas Islam As-Syafi'iyah
- Robinson, S., & Ritzko, J. (2009). Podcasts in Education: What, Why and How?. In *Allied Academies International Conference. Academy of Educational Leadership. Proceedings* (Vol. 14, No. 1, p. 38). Jordan Whitney Enterprises, Inc.

- Romanov, D. N. (2014). *CrossFit Journal*. Retrieved March Tuesday, 2014, from Crossfit.com:
<http://journal.crossfit.com/2011/06/romanov7perception.tpl>
- Saputra, J. B. (2014). *The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An Experimental Research at SMP Muhammadiyah 1 Way Jepara)* (Doctoral dissertation, UNS (Sebelas Maret University)).
- Shelton, S., (2008) *Teaching listening to Advanced Learners: Problem and solutions*. In Saputra, J. B. (2014). *The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An Experimental Research at SMP Muhammadiyah 1 Way Jepara)* (Doctoral dissertation, UNS (Sebelas Maret University)).
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhinya*. Jakarta: Rineka Cipta.
- Widodo, M. R. *English PODCAST in Listening Classroom*.
- Wiyannah, S. (2015). *Improving listening skill using podcast for English Department Students of Universitas PGRI Yogyakarta*. Action Research. Yogyakarta: Lembaga Penelitian, Universitas PGRI Yogyakarta, 2015.
- Yagang, F. (2008). *Listening Problem and Solutions*. In Saputra, J. B. (2014). *The Effectiveness of Using Podcast in Teaching Listening Comprehension Viewed from Students' Listening Habit (An Experimental Research at SMP Muhammadiyah 1 Way Jepara)* (Doctoral dissertation, UNS (Sebelas Maret University)).