

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This concluding chapter presents conclusions and suggestions based on the overall research activities that have been conducted. The main topic discussed include conclusions from the research results and suggestions for relevant parties.

A. Conclusions

Based on the results of data analysis and findings discussed in the previous chapter, it can be concluded that the Dictogloss method incorporates with podcasts has a significant effect on improving listening comprehension among tenth-grade students at MAN 4 Madiun. This method has proven to be more effective than conventional learning methods. This is evident from the improvement in the mean scores of the experimental class from 49 on the pre-test to 80.15 on the post-test, while the control class improved from 52 to 59.10. The significance value (2-tailed) of the t-test is 0.000, which is lower than 0.05, meaning that there is a statistically significant difference between the two groups. Therefore, the alternative hypothesis (H_1) is accepted, and it can be concludes that the use of the Dictogloss method incorporates with podcasts contributes positively to students' listening comprehension. This also answers the research question on whether the use of the Dictogloss method incorporates with podcasts can better improve listening comprehension compares to conventional teaching methods.

The implementation of this method helps students focus more on the process of listening and understanding the information they listen in depth. The

listening activity is carried out by playing the podcast three times, during which students actively take notes on keywords and important details. After that, students discuss in groups to reorganize the information into a narrative text based on the structure of orientation, complication, and resolution. This process not only develops listening skills but also improves critical thinking and collaboration abilities. Observation results also indicate that students become more confident and enthusiastic during learning activities, especially when reconstructing text based on the information they have listened to, indicating that this method encourages active participation in learning.

In general, students in the experimental class shows significant improvement in several aspects of listening comprehensions, including the ability to identify main ideas, recognize important details, understand the sequence of events, and reconstruct information coherently. Additionally, writing exercises after listening helped students enhance their understanding of the podcast content. Student-centered learning through the use of podcasts encourages active participation, making listening activities more meaningful. Through the processes of note-taking, discussion, and text reconstruction, students are not only passive listeners but also active participants in constructing understanding. This research contributes to the development of innovative and relevant listening learning strategies at the high school level.

B. Sugestions

Based on the results of this study, the researchers offer the following suggestions:

1. For Teachers

Teachers can use the Dictogloss method combined with podcasts to teach listening skills. This method has been proven to be effective in improving students' understanding of audio texts, especially narratives. In its implementation, teachers must ensure that each stage of the learning process, from listening, taking notes on important information, discussing in groups, to reconstructing the text, is carried out systematically with clear guidance. Active student participation at every stage is crucial to ensure the learning process is optimal. Additionally, selecting podcasts suitable for students' skill levels is important to ensure the material is understandable.

2. For Students

Students are expected to follow all stages of learning carefully so that they can understand the content of the podcast and reconstruct it into a good text. During the listening process, students need to take notes on important information to use in the reconstruction stage. Active participation in group discussions will help clarify parts that are not well understood and strengthen overall understanding. In addition, students also need to pay attention to the structure of the story so that the information that is rewritten is logically and coherently organized. By following this process completely and actively, students will not only improve their listening skills, but also their writing and critical thinking skills.

3. For Future Researchers

This study can be used as a reference in developing a Dictogloss method incorporates with podcasts for English language learning. However, this study has limitations in the duration of implementation, a small number of participants, which is only 20 people per class, and a focus only on listening skills. In addition, limitations in tools, such as the use of small speakers and limited listening practice, also affect the effectiveness of learning. Further research is recommended to explore different educational levels, larger sample sizes, and evaluate its impact on other language skills such as speaking and writing. Additionally, future researchers can explore the use of various types of podcasts, such as narrative, informative, or thematic discussion podcasts, with a variety of topics such as short stories, cultural interviews, or academic topics. Language difficulty levels could also be considered to align with the various abilities and needs of students.