

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions about Podcasting to Improve EFL University Students' Listening Comprehension: Voices and Challenges after analyzing the research data from the previous chapter.

5.1 Conclusions

Overall, the findings revealed that podcast improved students' listening comprehension ability by the more the students listen to podcast, the better they become. The students believed that through podcasts, they could familiarize themselves with English language. Also, because the students listen to what they want to hear and listen to topics or materials that they liked was the reason they improved their listening comprehension when listening to podcasts. Rossel-Aguilar (2013) concurred with the notion that listening to podcasts helps students feel more interested in their own learning since the content that is presented is authentic and relevant. According to Edirisingha et al. (2007), students take pleasure in acquiring knowledge through the usage of podcasts since they integrate fun and learning. Kohar et al. (2014) Having said that, this is as a result of the podcast offering a diverse selection of topics to be discussed, the availability of the text, a discussion of how words are being used, helpful expressions, phrases, and idioms, as well as the option to select one's own topic. All of these factors could help the students engage when listening to podcast and motivate them to improve their listening comprehension.

However, besides all the benefits gained from podcast, there are also problems that the students encountered in using podcast. Most of the students assume that they could not understand some of the vocabulary that the content of the podcast delivered. They overcome those obstacles by listening more and taking notes to familiarized themselves with the vocabulary.

5.3 Recommendations

Despite the fact that a growing number of studies in recent literature have attempted to address the lack of empirical research in podcasting, more research is required to obtain a complete picture of how podcasting can contribute to meaningful and effective language learning. As a result, this study makes several recommendations for future research on the same topic. Due to the lack of control over students' podcast listening activities, it would be preferable to conduct a similar study using an experimental method to perform more satisfying podcast activities. In this study, the students were gathered if they ever use podcasts or currently using it to learn English listening comprehension, that is why this study used Ex Post Facto research design.

This study's major limitations include a small sample size and a short time frame. As a result, it is suggested that future research include a larger sample size and a longer period of study in order to collect more relevant and satisfying data. Furthermore, a specific skill or other language features can be linked to the topic to provide a more complete picture of podcasts' contribution to language learning in the Indonesian context.