

CHAPTER 5

CONCLUSION & SUGGESTION

This chapter outlines the conclusions and suggestions that are employed in the study "The Students' Engagements in Using Podcasts on YouTube for Independent Learning to Improve Listening Skills in Basic Listening Classes at the English Department." Explained the conclusion of the whole part of this case study – qualitative research, mentioned the answers for research question 1, and then continued with the suggestions that discussed the significance of this study and also the part when gathering the data, from class observations, and interviews.

5.1 Conclusion

To begin with, there is an explanation of the research questions in this case study – qualitative research. The first research question that explained as, *“What are the student engagements based on the three types (behavioral, cognitive, and affective) that affect the students note-taking quality?”* was already coded with 6 interviewed students. The data collection methods used class observations (5 times), and interviews to get real and accurate data.

Based on the researcher's observation experiences, many types of engagement affect the students' note-taking quality. The way how students use their learning strategy to note the key points from podcasts, the ability to predict and guess the correct answer, and the way recheck the grammar, are the factors that guide a positive environment in creating active listening, students' curiosity about the materials that are slightly beyond their knowledge, and the student's self-awareness, guiding to the better self-correction on the grammatical mistakes.

Further, after obtaining the class observations, the researcher conducted the interview session. The interview was placed at the library, Widya Mandala Catholic University,

Kalijudan, Surabaya. The participants are the students who are able to spend their time in a 5-minutes interview session. Then, after getting the interview transcripts, the researcher used thematic analysis to do the coding process. The approach for this thematic is the deductive one, means when doing the coding procedure, the researcher using the three vital theories in this research, Input Hypothesis (I+1), Brown' Language Learning Principles, and Kumaravadivelu Pedagogy.

The researcher using the procedure of thematic analysis adopted from Braun and Clarke (2006), listed:

Step 1: Transcribing the data, generating the initial codes, and searching for themes; Transcribing the data is the step when the researcher familiarizes the interview transcripts and notes the initial ideas. After transcribing the data, the writer generates the initial codes by coding/underlining the interesting features, and then searching for the potential themes.

Step 2: Reviewing the themes. The researcher reviews the extracted data to connect all the interesting features with the specific themes. For instance, theme 1: students' learning strategies – behavioral engagement, theme 2: students' predictions of the material's questions – cognitive engagement, theme 3: students' intrinsic motivations – affective engagement. These themes are to answer the research problem on this study.

Step 3: Producing reports. The writer produces the reports based on his findings about the themes.

In conclusion, there are a variety of engagements that affected the 4 selected and 2 additional students. Most of them are good at cognitive engagement, with an interest in the material that is slightly beyond their knowledge. The limitation of research question 1 is only to talk which is the type of engagement that affects their note-taking quality. For instance, the

researcher implements note-taking techniques that can help students enhance language learning, so not explain the techniques themselves. Major of them are already good at taking notes from authentic audio yet minor of them still use dictation to note the keywords. In the future, teachers can use mind-mapping and Cornell methods to improve the way how students can connect each word and elaborate them into interesting ideas. This way also improves the way how students brainstorm abstract ideas, making them dig deeper into the specific information.

5.2 Suggestion

Based on the findings of this study, several suggestions for future research can be made to further the student engagement phenomenon that happened in basic listening A and B, which analyzed the note-taking quality. After 5 times class observations, the researcher interviewed the 6 selected students, and most of them were powered by cognitive and affective engagements, which affected their note-taking quality. The will to finish the hard material becomes the vital factor for these 6 students, 2 of them are pushed by their intrinsic motivation with the symbolization and abbreviation learning strategies to finish the submission, and the other 2 have high confidence when predicting and guessing the correct answer on the difficult material with the classification, abbreviation, and symbolization learning strategies to submit the assignments. Yet, the majority of these students can connect abstract ideas very well, the minor of them still dictate the same words from the authentic dialogue that comes from the native speaker.

In the future, teachers can teach the student with a new way of taking notes. For instance, doing the symbolizing, drawing, and linking objects. Deleting the traditional method like dictating the same statements from the speaker is badly needed, and moving to something new like symbolizing, mind-mapping, Cornell-method, etc. Students with the ability to symbolize,

able to brainstorm, and classify the basic words into advanced statements; and link them with the accurate main ideas, can reduce the possibility of ignoring the details. These statements are proven by the selected students named Angelia, Cindy, and Revata. These 3 students have their unique ability to connect with the podcast material, each with the types of engagement as their power to absorb and submit the material. To sum up, this suggestion is highly booked for the Gen-Z who are still struggling with their listening skills, especially when they are taking notes.

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