

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussion in the previous chapter, this research concluded two points as follows:

1. Students' View Toward Podcast as the Activity for Develop Public Speaking Ability

In general, students view podcast activities in class being able to develop their public speaking ability. From round-table podcast activities, students are more confident in speaking naturally and spontaneously in front of many people, sharing their ideas, really enjoying using body language and expression, innovating and improvising in presenting their podcast with various tools, creating light but interesting and useful topic, making it easier to practice intonation, articulation and pronunciation. Podcasts also motivate students to develop their public speaking because they are influenced by watching podcast shows on social media, they watch a lot of podcasters who speak fluent English and native speaker. Students prefer the podcast method as a public speaking training activity compared to traditional method, because podcasts are more enjoyable, casual, and based on conversations with group. Podcast can be categorized as entertaining and informative speaking types. Even though the delivery method is not as persuasive as traditional methods, listening to podcasts delivered by speakers who are more relaxed and have fun that the information conveyed can be better understood by the audience.

2. The Difficulties That Students' Encounter When Doing Podcast as the Activity for Develop Public Speaking Ability

In public speaking classes, podcast activities are used to help students develop public speaking ability. With this activity, students felt a lot of improvement when they became speakers. However, apart from that, there are still several difficulties experienced by students when working on podcast activities. Students face difficulties in finding material that is interesting, appropriate to the theme, and dense in information for their manuscript, even composing a perfect manuscript consumes a lot of time. Other problems include difficulty building chemistry with co-hosts and guest stars due to differences speaking styles, managing time to run a podcast efficiently and doesn't waste too much time, and finding ways to keep the audience's attention.

B. Suggestions

It is important to provide suggestion to educators and the future researcher with consideration of the findings.

1. Suggestions for Educators

Researcher suggest that teachers and lectures use this podcast activity more consistently in public speaking subjects (not just for experiments), especially for multi-host podcast formats, because students can be more comfortable presenting opinions, reduce nervousness, be more creative and innovative in designing content and aspects that support presentations, and learning how to engage audience's attention through this activity which generally makes students develop their public speaking ability more, not only in terms of

delivering material but also in terms of expression, tone of voice and body language can achieve the competence of a good speaker.

2. Suggestions for Future Researcher

The researcher suggest that future researchers re-examine the significant and specific differences felt by students between the podcast method and previous method in training and developing their public speaking ability. This is because the participants always compared that the podcast method made them more enthusiastic about public speaking courses than having to perform in the traditional way.