

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The main conclusion drawn from this study is that the use of podcasts as a structured pre-writing tool is an effective and pedagogically relevant method for improving the opinion letter writing skills of vocational high school students at SMKN 4 Pandeglang. This intervention successfully achieved a statistically significant improvement in overall writing scores, which was mainly driven by substantial improvements in the aspects of Content (Argumentation) and Vocabulary. This success is directly attributed to the four-stage structured process that facilitates idea generation and the extraction of authentic language from auditory input, thereby overcoming common obstacles faced by students in the early stages of writing. Despite practical challenges related to internet access and device availability, the implementation strategy applied by the teacher (Mr. Irfan Sofyan) proved the feasibility and flexibility of this method in a resource-limited educational environment. Furthermore, these findings highlight the need for a continued focus on explicit grammar and mechanics training, as the podcast method serves as a powerful provider of content and input but does not fully correct linguistic errors.

## **B. Suggestions**

Based on the successful outcomes and the observed challenges, it is suggested that future curriculum designers and practitioners may consider adopting the structured podcast-based method, especially the Listening & Language Extraction stages as a mandatory pre-writing activity for advanced tasks like opinion writing or argumentative essays. To improve the results, it is recommended that English teachers at SMKN 4 Pandeglang and similar vocational schools implement the strategic solutions developed by the teacher in this study, such as offline podcast downloading and transcript provision, to mitigate dependency on unstable internet access. Furthermore, teachers should specifically dedicate classroom time to targeted Grammar or Mechanics practice after the content drafting phase, as the podcast intervention primarily addresses idea and vocabulary input, not linguistic form accuracy.

Further research is needed to explore the long-term retention of argumentation skills and academic vocabulary acquired through this method, ideally using a longitudinal study design over several months. To validate these findings, additional research is required in other vocational subjects or different language skills (e.g., speaking or presentation) to determine the full scope of podcast utility within the vocational context. Future studies could examine the role of student-created podcasts as a writing output tool, shifting the focus from input extraction to active production, which might simultaneously address the persistent issues in grammatical accuracy.

These findings have important implications for teaching practice in vocational education, signaling that high-level literacy skills (such as critical argumentation) can be effectively taught using readily available and low-cost digital tools. The results suggest a need for curriculum development in vocational schools that emphasizes the use of Authentic Digital Input (podcasts, short videos, current affairs) to bridge the gap between classroom English and the real-world communication demands of Industry 4.0. Educators might apply these insights by reframing listening comprehension activities not as an end goal, but as a crucial precursor to complex writing tasks, thereby integrating the four main skills listening, speaking, reading, writing more cohesively.