

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusion are based on the result of the study that were discussed in the previous chapter. It also presents some suggestions related to the implementation of dictogloss technique at the eighth grade students of SMP YPI Nasrul Umam.

5.1 Conclusion

Based on the research findings, the researcher concluded that :

1. The students' responses for every meeting in the teaching learning process especially in teaching listening by using dictogloss technique are very good for the result of field note from teacher partner support this statement.
2. The progress of students' achievement or students' improve in listening ability after dictogloss technique implemented are students can reach the criteria of successful study based on the KKM(Kriteria Ketuntasan Minimal) of English subject that most of the students got equal 70 score in listening post test. The average score of students are 79,6. There are five students who got score 87, ten students who got score 83, five students who got score 75, and five students who got score 70. So the researcher was successful and enough to give treatment for the students at this meeting.
3. The dictogloss technique is an effective way of combining individual and group activities. Students listen and take notes or rearrange the jumble

sentences and then work together to reconstruct the text in their version. So, students became more active individually and in group.

4. The dictogloss procedure facilitates the development of the students' communicative competence. Students' speaking time was longer than in teacher – centered classroom. Student's could speak more natural in a group and read their own text in front of the class.
5. The dictogloss technique helped the students to compare input to their own representation of the text. The students could compare their text with other students and the teacher could compare with the original text.
6. The dictogloss technique presented the assessment of students' listening in different way. The reconstruction text with had correct idea and good organized text forces students to listen carefully for listening practice.

5.2 Suggestion

Dealing with the strengths and weaknesses of dictogloss technique above, the researcher provided some suggestion for the teacher, the school, and next researcher as follow.

a. For the Teacher

Dictogloss technique was a good enough technique to teach english especially in practice listening ability for students but the teacher who wants to apply this technique has to consider the oral text that suitable with the level of the students. Besides, the teacher also provides some

unfamiliar words in the text. Teaching listening using dictogloss technique needs long process and preparation so teacher has to prepare it as possible. The teacher has to prepare the audio and plays the audio until the students easy to listen. The teacher also has to be correct in choosing the material of the oral text. The oral text should be appropriate with the student's level and the curriculum.

b. For the School / Headmaster

The school / headmaster should provide the facilities that support teaching technique using audio especially in teaching listening. The school should have an English laboratory because the sound from the audio is clear. If the teacher only uses a laptop and speakers in a class, the students will be difficult listen to the audio clearly because the sound in the class will break and the students in back row will be difficult to reach the sound.

c. For the Next Researcher

Dictogloss technique was an effective technique to improve students' listening ability. Based on the limitation of the study, the study is limited on the junior high school especially eight grade and listening ability "oral text". Therefore, it is recommended for the further researcher to apply dictogloss technique not only the "oral text" but also the other language features.

It is also recommended for the next researcher to apply dictogloss technique to improve the other skill in English; speaking, writing, and reading. Finally, for the next researcher who wants to conduct the similar project as this one, it is better to apply this technique at other levels of students to strengthen that this technique is effective to improve English language skill.