

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the findings and discussions in the previous chapter. It also presents some suggestions for English teachers and future studies.

5.1 Conclusions

The study was concerned with the implementation of dictogloss technique in teaching listening skill to eleventh graders. The purpose of the study was to investigate the result teaching listening skill using dictogloss technique. Furthermore, the study also aimed to reveal students' responses toward the dictogloss technique.

The research findings declared that the technique was effective in elevating students' listening scores. Furthermore, the technique was found to be potential to provide better listening learning. This was proven by several strengths possessed by the technique. First, dictogloss provided opportunities for students to improve their listening comprehension. Students practice in identifying different sound, noting down keywords, grasping meaning, and relating information to their background knowledge. Second, learning with dictogloss technique are challenging and interesting. The technique explores the students to actively engage in completing the task. Third, the technique can develop students'

grammar competency. In the small group, students creatively reconstruct text based on their own linguistic knowledge. Last but not least, dictogloss promotes students to work cooperatively with their group. The technique requires the students to collaborate each other in small groups to reconstruct the text.

The other research findings identify some obstacles encountered by some students while studying with technique. Some students could not recognize the keyword in the dictation session and having difficulties to find word when reconstructing the text. It gets worse with low-motivated students who did not participate and contribute well in group. Nevertheless, the task encourages the students to be cooperative to carry out the task. Through cooperative learning, motivation of the students increase and it encourages the students to perform the learning process effectively.

5.2 Suggestions

There are several suggestions presented in the study that can be recommended for the follow-up studies. These suggestions will be focused on two parts; suggestion for English teachers and for further researchers who are interested in the same field.

Several recommendations for English teachers who are interested in using dictogloss technique are: (1) each group should not consist of more than 4 students. Combine low-motivated students with high-motivated students to prevent imbalance in doing the task; (2) maximize preparation stage because it

helps a lot in learning. Use things, picture or chart to catch students' attention; (3) adjust text with proficiency level of students; (4) it is suggested that teachers and students apply this technique regularly because it will gradually give enhancement in their global aural comprehension and note-taking skills.

There are also some suggestions for further researchers who are interested to investigate the use of dictogloss technique. First, explore how the technique can perform as a tool to teach grammar. Second, examine the technique in other language skills such as reading, speaking and writing. Lastly, further researchers are recommended to use this technique to different subject; beginner or intermediate level students.

