

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with the interpretation toward the results of the research. It is divided in two sections, namely conclusion and suggestion. The conclusion and suggestion are presented based on what have been found and discussed in the previous chapter.

5.1 Conclusions

This research is intended to find out the effect of dictogloss technique in teaching listening on students' listening skills. In order to affirm the effect of dictogloss technique, it also investigates students' perceptions toward the use of dictogloss technique in teaching listening. To answer the first research problem, the data which were gathered through pretest and posttest were computed through SPSS 16.0 for Windows. Meanwhile, in order to answer the second research problem, the data from questionnaires were analyzed based on frequency of students' answers and then were calculated and interpreted into percentages.

Referring to the findings in the previous chapter, it can be concluded that dictogloss technique tend to affect the improvement on students' listening skills. Based on the result of *t-test*, the mean of experimental group is higher than control group. The scores of posttest in experimental have the value of *t obtained* which is significantly higher than *t critical* ($2.238 > 2.037$). It indicates that there is significant difference in mean adjustment level of listening scores between groups who received dictogloss technique and those who did not.

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Furthermore, from the findings in questionnaire related to students' perceptions toward the use of dictogloss technique, positive perceptions toward the use of dictogloss technique are obtained. Students perceive that dictogloss is likely to influence their positive attitudes, facilitate learning goals and to provide learning experiences. They state that it motivates and makes the class interactive. They also state that dictogloss helps in understanding teaching materials. Moreover, they believe that dictogloss assists them to develop their listening skills, vocabularies, pronunciation and grammar.

5.2 Suggestions

There are some suggestions that can be recommendations for the follow-up researches. The suggestions are addressed to teachers and further researchers.

For teachers, it is recommended that dictogloss technique be used to teach listening. However, dictogloss can also be considered to be carried out in teaching materials such as grammar, vocabulary and pronunciation, etc or other level of schooling such as junior high school. Moreover, it is suggested that teachers implement the technique in various text types (narrative, reports, news item, procedure, and explanation) as well as in others skills (reading, writing and speaking). Generally, in applying the technique, teachers need to be well-organized and well-prepared. They can provide interesting media such as pictures, charts, puppets, etc so that it is easier for students to comprehend materials. Another thing that can be considered is that the teachers should manage the time properly.

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For further researchers, it is suggested that dictogloss technique can also be applied in others skills, such as reading, writing and speaking. It is also advised that the research can be carried out in different research design, such as the qualitative design. In other words, besides pretest and posttest, teacher observation can be used as an instrument to enrich findings of the follow-up researches.



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