

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This is the last chapter used to conclude this study. It presents the conclusion, implication, and some suggestion.

A. Conclusion

Based on the researcher, conducted at MTs Darul Huda Wonodadi Blitar, it can be concluded that there is a significant difference between teaching students by using drilling and dictation in listening comprehension for the third-grade students of MTs Darul Huda Wonodadi Blitar in academic year 2017/2018. It can be seen based on the student's post-test scores in teaching listening by using drilling is higher than the student's post-test scores by using dictation.

Based on the result of the data analysis in the pre-test and the post-test scores. It shows that the value of pre-test score in normality test is 3, 15 so it mean the distribution is normal. And the result of the value of the homogeneity test is 0, 64. The result of the post-test scores is 4.15 and the test distribution is normal. And the result of the homogeneity test is also normal.

In this case, the teacher needs to develop their ways of teaching English especially in listening. It can give motivation to the students by creating a new atmosphere in the classroom varies. Variation of activity in teaching listening is needed to make the students motivated to use their listening ability.

B. Suggestions

Related to the conclusion of the study that there is a significant difference in listening achievement between the students taught by using drilling and those taught using dictation and that the students taught by using drilling have higher scores in listening. Especially for the third-grade students of Junior High School, the researcher would like to propose suggestions as follows:

1. English Teacher

Teachers have several responsibilities in helping their students to become proficient in listening. Some of teacher's responsibilities are understanding the role of listening in language learning in order to utilize listening in ways that facilitate learning, understanding the complex interactive nature of the listening process and the different kind of listening that learners must do in order to provide students with appropriate variety and range of listening experience, and understanding how listening skills typically develop and being able to assess the stage of listening to which their students are, so that each student can engage in the most beneficial types of listening activities given based on his or her level of proficiency. Moreover, teachers must be careful in setting appropriate goals for different levels of proficiency; choosing listening materials and teaching media; incorporating support materials and combining listening with other skills. Dealing with choosing teaching media used in teaching listening, teachers should use teaching media that can develop students listening skill. The result of this research shows that teaching drilling using

audio is better to be applied in teaching listening ability. In this case, teachers could use dictation using audio in teaching listening since audio gives positive effects in facilitating students to listen.

2. Other Researchers

The researcher understands that her research is not the only topic that is studied. The result of the study merely confirms the hypothesis, but it does not prove that something is absolutely true at all time. Thus, the research needs considerable improvement of thought for further research studies. The researcher hopes that the finding of this study will be employed as a starting point of future research studies on similar topics. There are also still many other teaching media that could be studied for teaching media so that they can be applied in teaching listening in order to facilitate students to develop their listening skill.

C. Implication

The uses of audio in teaching listening bring a significant difference in students listening ability. The result of the research shows that students taught listening by using drilling with audio has a better score in teaching listening than those taught by using dictation with audio.

The use of audio as a teaching medium in teaching listening can facilitate students to learn listening. Visual information such as actions, emotions, and gestures can help the listeners with the focus for their attention as they are listening. In this case, by listening to the auditory stimulus and paying

attention to the visual stimulus, the students could be able to catch the meaning of what speakers said.