

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion after getting the result of the research, and the suggestion to the further research.

A. Conclusion

Based on the finding from the discussion in the previous chapter, it can be seen that the significant of two tails was 0.00 and the level of significant was 0.05. Thus, the significant level is $<$ the standard level of significant ($0.00 < 0.05$). Because of the significant level is $<$ the standard level of significant (0.05), it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, after calculated using statistical test indicating that dictogloss was effective strategy.

The result: the t -value was 8.86 and the degree of freedom was 29. We could see the t -table using 5% (0.05) of significant level and 29 as the degree of freedom. And the result in 5% significant level was 1.69. It means that that the result of t_{count} is 8.86 and to know whether it is significant or not, the researcher used t_{table} . It can be known that t with significant level 5% and degree of freedom 29 it was 1.69 while the result of of t_{count} was 8.86. Thus, it could be categorized that t_{coun} was greater than t_{table} ($t_{\text{coun}} > t_{\text{table}}$)

From the result above, we could see that $8.86 > 1.69$. It means that, t_{count} was higher than t_{table} . So, the alternative hypotesis (H_a) that was state there is

significant effect of using dictogloss to improve students' listening comprehension was accepted, and the null hypothesis (H_0) that there is no significant effect of using dictogloss to improve students' listening comprehension was rejected.

Based on the result, the researcher conclude that dictogloss can used to improve students' listening comprehension and can be implemented in teaching listening to the eleventh grader of students at MAN 1 Tulungagung academic year 2015/ 2016.

B. Suggestion

According to the result of the research above, the researcher would like to give suggestion as follow:

1. For the teacher

Dictogloss can be implemented in English teaching and learning process to help students in improving their listening comprehension. By using dictogloss, the teacher no need more time to convey listening material and the students will be easy to comprehend the listening task.

2. For the student

Dictogloss can help students to focus on meaning when listening to spoken text, develop listening skill and to provide relevant listening practice. This technique is easy to be implemented for the student especially for eleventh grade of senior high school.

3. For the further researcher

The dictogloss teaching technique is not the only one technique to improve students' listening comprehension. There are other techniques which can use to improve students' listening comprehension. And the result of this research can be a reference for another researcher who wants to conduct a research about teaching listening comprehension.