

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of this study and the suggestions related to the results of the study.

A. Conclusion

According to the result of research findings, by applying dictogloss strategy in listening comprehension, the students were able to comprehend the content of the text because they are very concentration when the teacher read the text. This strategy made the students interests in listening lesson since the students were not write all of the words from the text that they have heard but only write the key ideas from the text. The students were also helpful with state mind map that consist of the elements of narrative text.

From the result of the data analysis, students' score in experimental class was bigger than students' score in control class (posttest score). The researcher used narrative text in teaching listening comprehension with the genre was legend, it based on the syllabus. And the result was the students' listening comprehension could be increase and the mean of students' post-test score in experimental group was bigger than the mean of students' score in control group ($77.26 > 65.86$). Also, there is any significant difference score in students' listening comprehension between who received dictogloss strategy and students who did not. Take a look from the mean of students' gained score in experimental class is 14.86 and in controlled class is 5.57. Finally, the significant value was smaller than significant level ($0.000 < 0.05$).

Therefore, dictogloss strategy is effective in teaching listening comprehension. This strategy can apply in teaching learning English and can use in other type of school in every grade level, such as Junior High and Senior High School but the teacher can modify the technique in teaching listening by using dictogloss based on the students grade level.

B. Suggestion

Dealing with this research, the researcher would like to suggest, first for the students which this strategy has positive effect on the students' listening comprehension. Students should be learned more active and cooperative in learning English, especially in learning listening. Second for the teachers which this strategy can be used to determine the alternative teaching learning model in listening comprehension to increase the students' motivation especially in learning narrative materials. The researcher can manage the time and the classroom into some groups (for example) in order to the students will be excited in learning listening and did not make the students stress because of the task.

Furthermore, the researcher would like to suggest for the future researcher. She/He can develop this research about the effective and interesting technique to teaching listening since this research just focused on students' listening comprehension. And also this research still need revise because it is not perfectly yet. Hopefully, She/He will use this strategy with other skill or other materials that appropriate with this strategy.