

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussion in the previous chapter. It also presents some suggestions for English teacher and other researchers who want to apply running dictation in teaching listening.

5.1. Conclusions

Based on the result of the data analysis, the researcher concludes that there is a significant increase of students' listening achievement after being taught through running dictation at SMA Negeri 1 Ambarawa Pringsela. The statement was approved by evidence on the gain score and the computation of t-test. The mean of the post test is higher than pre test. It shows that there is a significant increase of students' listening with a gain of 15.18 points and a t-ratio that is higher than the t-table ($10.534 > 2.042$). Then, the significant value is less than the level of significance at 0.05 ($0.00 < 0.05$). The increase of students in each element of micro skill is also seen from the students' pre test and post test. The highest increase was cohesive device, but the increase of cohesive device was not followed by intonation pattern and discrimination of sound, which was caused by the uneven distribution of item numbers of each element of micro skill. Thus, it can be concluded that the increase of cohesive device was caused by the uneven distribution of item numbers.

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions to the teacher are :
 - a. Based on the finding, running dictation technique can be used to increase the students' listening achievement, the teacher can help students to improve their listening achievement by applying running dictation.
 - b. Before the running dictation activity being done, it is important for the teacher to explain clearly what they are going to do in order to minimize their confusion and noise during the activity.
 - c. The teacher should control the students' activities in the class since the students will be noisy if they are not well guided.
 - d. Running dictation is one of teaching techniques so the teacher can also employ it into intergrated skill such as between listening and speaking, listening and writing, or listening and reading.
2. Suggestions to the other researchers are:
 - a. In this research, running dictation technique is conducted in teaching listening at second year students of Senior High School to investigate the increase of the technique in their listening achievement. Other researchers can conduct this technique on different level of students such as Junior High School and for the other texts such as descriptive, narrative, etc.