

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Considering all data gathered from the classroom action research, the researcher has drawn up some conclusions. They were as follow:

1. Dictogloss could be implemented to improve students listening achievement.

This is supported by the result of the listening test that increased in each cycle.

The various kinds of dictogloss could also be used in classroom, depending on the students' condition. This can be seen from teaching learning applied in each cycle. In cycle 1, negotiation dictogloss was used, while in cycle 2 dictogloss summary was accordingly applied.

2. Dictogloss could improve students' listening achievement. Due to the fact by their result of achievement since in the first cycle from 8 students who gained minimum score 70 at preliminary test to 16 students (42%) in cycle 1. In addition, from 16 students (42%) who achieved score 70 or higher at cycle 1 to 28 students (70%) who achieved score 70 or higher at cycle 2. In other words, the result of the classroom action research has fulfilled the indicator of the research; 70% of the students could achieve at least 70 or more in their listening test.

Dictogloss also provided the students with achievement in getting the gist of the text and reconstructing the text. In cycle 1, there was no students got excellent to

very good criteria because they were not able to response conveys insight into situation through tone and/or subtle details, use important information and combine the key word that teacher gave to them, while in cycle 2 there were 2 students who achieved excellent to very good criteria. In cycle 1, 84% of students gained good to average it decreased to 82% of students in cycle 2. 16% of students who achieved fair to poor criteria in cycle 1, it decreased to 13% of students in cycle 2.

3. Dictogloss could improve students listening activity. Due to the fact by the result of the research, in cycle 1, there were 30 students (79%) ready to follow the class and in cycle 2 there were 38 students (100%) were ready to follow the class. It can be said that the interest in geeting involved in classroom activity increased to 21%. It also indicates that there were 38 students active alltogether. In cycle 1, there were 31 students (82%) responded to the topic enthusiastically and there were 38 students (100%) in cycle 2. It can be inferred that the students respond to the topic increase 18%. That were 38 students responded the topic enthusiastically. Then, in cycle 1, when the teacher gave explanations, there were 30 students (79%) paid attention to the teacher explanation and in cycle 2 it was increase 10%. It can be said that there were 34 students (89%) paid attention to the teacher explanation. When the teacher asked the students to focus on listening to the text, in cycle 1, there were 27 students (71%) able to get the key words, make sentences based on the text by their own words in English when reconstruct the text, and in cycle 2, there were 30 students (79%) able to get the key words, make a sentences based on the text by their own words in English. It shows that

students were able to focus on listening increase. In other words, 30 students were able to get the key words, make sentences based on the text by their own words in getting the key words and specific information from the text. The process of teaching listening by using dictogloss makes students become active. And in the post activity, the teacher asked the students to reconstruct the text well. In cycle 1, there were 16 students (42%) could to reconstruct the text well and in cycle 2, and in cycle 2 there were 28 students (70%) could to reconstruct the text well. Thus in reconstructing the text 28 students obviously could reconstruct well.

4. In short, it can be said that dictogloss practice is able to improve students listening achievement significantly.

5.2 Suggestions

Referring to the data in the previous chapter and the conclusion above, suggestions can be formulated as follow:

1. English teacher should prepare lesson plan in order that the teaching learning process run well. For instance, the teacher may relate the subject matter content to the students' real life so the students know the benefit of learning in classroom. This can be done by giving them a text that is related with their daily life, for example their activity in the morning.
2. The teacher may ask the students to bring the dictionary in order that they can directly check their mistake of diction and spelling and they will not depend on the teacher and their friends in getting information or meaning of words. The students would be independent and could get more knowledge.

3. English teacher should give the students a chance to do self-correction and peer correction in order to improve their work by giving them their friend's result of the test and check it. Teacher gave the clue for them and then they try to understand their friend's idea. By doing so, the students could check their mistakes by themselves or by considering their friend's opinions. In this case, the teacher should guidance and feedback to the students in order to improve their listening.