

V. CONCLUSIONS AND SUGGESTIONS

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

5.1. Conclusions

After conducting the research at the first year students of SMA Negeri 1 Tanjungbintang and analyzing the data, the researcher draws conclusion related to the results and discussion as follows:

There was a significant improvement of students' listening ability after being taught through dictation technique at SMA Negeri 1 Tanjungbintang. It can be seen from the total score of the pre-test and post-test which increased from 2068 to 2592. The increase was 524 points. The mean of students' pre-test and post-test score increased from 57.44 up to 72.00 with gain score 14.56. Dictation technique also can increase listening sub-skills of micro skill. It was proved from the students' pre-test and post-test score of their achievement in micro skill elements; 25.92% for recognition of function and structure, 17.59% for cohesive devices, 15.74% for intonation pattern, 10.42% for recognizing discourse markers, and

7.41% for detect sentence constituents. It also can be seen from the result of the hypothesis testing which showed that the Sig. < α ($p < 0.05$, $p = 0.000$).

5.2. Suggestions

Regarding the conclusion stated previously, the researcher would like to propose several suggestions, as follows:

1. Since dictation technique can give better result in students' listening ability, it is suggested to English teacher to apply this technique in teaching listening. The teacher as an important role in the class can develop it to deliver listening material to the students.
2. To implement dictation in teaching listening, the teacher should explain clearly to the students what listening sub-skills of micro skill are and how we can categorize that sub-skills. Before starting to teach the material, the teacher should give some examples of sub-skills of micro skill and let the students understand it for a few minutes. The teacher should explain the instructions well and make them simple and clear to minimize students' confusion.
3. While conducting dictation, the teacher needs to use own voice with good spoken language proficiency. For those who have no good spoken language proficiency, dictation can be applied by using media such as tape recorder or cassette.
4. In this research, the researcher applied standard dictation. For further research, it is suggested to apply other type of dictation as mentioned in chapter 2 to improve students' listening ability.