

CHAPTER V CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

5.1 Conclusion

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

1. Dictogloss can be implemented to improve students' listening skill. By activating the students' three basic schemata, i.e., linguistic, formal, and content schemata, they can find key word of the text easily. Besides that, being dictated the text; the students will find new vocabulary. Thus, they will have larger vocabularies which help them reconstruct the text. in the first cycle, standard Dictogloss is implemented, then in the second it is changed into summary Dictogloss. It can be seen that the use of Dictogloss depends on the student's condition. In this research, it is proved that summary Dictogloss can improve the students' listening skill. Being given a flowchart in the preparation stage of summary Dictogloss, the students can find key word easily. As a result, they can reconstruct the text well. To sum up, Dictogloss is considered as a helpful technique that can be used in the highly exposure of reconstructing text activity which foster the students to grasp the specific information intended.

2. Being given the implementation of standard and summary Dictogloss, the students become more active. In standard Dictogloss they work in pair. As well as that in standard Dictogloss, in summary Dictogloss, the students are seated in group. They discuss about reconstruction in their group work. It is deeply shown in the students' observation sheets that there are no more problems found during listening class while the researcher explaining the material. They respond to the topic well. They can also reconstruct the text from each key word that they have got from the dictation. In short, Dictogloss also emphasize integratively on the language skill containing, listening (to the teacher's reading the text and to groupmates' discussing the reconstruction), speaking (during group reconstruction), reading (in analyzing the reconstruction and in the students' own reconstruction), and writing (the reconstruction) which make the students become more active.
3. Dictogloss contributes a positive effect toward teacher's teaching performance. It is showed while the researcher was doing an apperception. She activates the students' three basic schemata, i.e., linguistic, formal, and content schemata. Moreover, in mastering the learning material, the researcher also correlate the material with other relevant knowledge since in activating the students' schema the teacher is asked to be able to relate materials in the classroom with the students' real world situation. It is proved when the researcher correlated the text about snow white to kinds of season. So, the teacher will try to make creative idea in activating students' schema.

5.2 Suggestion

Based on the conclusions above, the following recommendations were put:

1. For teachers in general and particularly those in SMA Negeri 1 Natar who want to improve learning product, especially students' listening achievement, by the implementation of Dictogloss it is expected that the students are able to construct their knowledge (entry behavior) based on the students' real world situation before going deeper to the materials. Besides, the teachers should be able to create the interesting materials, of course, based on real situation since it will help the students easily make a connection between the materials being taught with their previous knowledge.
2. The researcher 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 too much on the teacher and their friends in getting information or meaning of words. The students will be independent and can get more knowledge.
3. In improving students' activity in teaching and learning process, it is suggested for the teachers to know well each student's ability in the classroom because it is very useful for dividing students in learning community. Additionally, in correcting students' error, it is better for the teacher to use peer correction first than direct correction because some students are afraid of making mistake. Besides, the interaction will be more active through peer correction.
4. The kinds of dictogloss are used based on students' condition. In this research, the second dictogloss is better than first dictogloss. They have their own strength. In using the first dictogloss, it is better for the teacher more activated students' schemata so the students will be easy to find key word. The use kind of aid like picture is recommended. The teacher also should give more attention while the

students are reconstructing the text. So, the first kind of dictogloss can be implemented well in listening class.

5. The teacher should motivate students to be active in the classroom by giving them activities, interesting media, and materials which are related to the students' real world situation that can stimulate their interaction during teaching and learning process in the class.