ChapterV

Conclusions and Suggestions

Referring to the content of each chapter of this research, the researcher has some

conclusions. This research presented the differences of the second grade students'

listening ability in MA Al-Haq Cokroaminoto Wonosari which are taught before

using running dictation strategy and after they taught using running dictation

strategy.

Conclusions

Based on the explanation in chapter IV, the researcher concluded that running

dictation is expected to be useful to facilitate the students in developing their

listening achievement. In this activity, the students not only listen the passage by

the speaker but also get fun in listening class. Furthermore, appropriate method

can make the students interest in teaching and learning process. It will be the

important factor to support the students' success in teaching and learning process.

Based on the result of pre-test and post-test, the researcher concluded that a

running dictation can improve the students' listening ability. The researcher found

that the mean score of post-test (82,38%) > pre-test (43,04%). It means that the

score of the students can increase after the researcher gave running dictation as the

treatment to the students.

Moreover, The researcher find out the significant differences of the students'

listening skill before and after teaching listening by using running dictation

strategy as a treatment. It can be seen from the result of t – test which on t-count = 11, 08. Based on the distribution t with N = 24, the researcher sees the distribution t – list is 2,07 at 5% level of significant. From the explanation above, because the result of t – count is 11, 08 > 2,07, thus the result of t – count computation is higher than t – list. It means that, teaching listening by using running dictation strategy as a treatment is good and effective to improve students' listening skill.

Suggestions

The researcher has some suggestions that were recommended to be applied. The English teacher is suggested to apply a running dictation strategy in listening teaching process. In teaching English, the teacher should take an interesting and suitable way on the students' age and their interest. On the other hand, the English teacher have to pay attention to the students' condition in class, it will help the teacher to find the appropriate method in teaching and learning process. For the other researcher, this research can help to find out referencess or sources of the running dictation in improving English skill, especially in listening. Furthermore, a running dictation can be applied in another skill such as speaking, reading and writing skill.

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