



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER V

### THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### V.1 Conclusion

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

- a. There was no significant difference on students' listening comprehension Pre-test mean score between Experimental Group I and Experimental Group II at MAN 1 Pekanbaru. Based on this finding, it can be inferred that both classes have similar ability in listening comprehension. It means that the students' capability level of listening skill of both classes is similar.
- b. There was no significant difference on students' listening comprehension Pre-test mean score between Experimental Group II and Control Group at MAN 1 Pekanbaru. Based on this finding, it can be inferred that both classes have similar ability in listening comprehension. It means that the students' capability level of listening skill of both classes is similar.
- c. There was no significant difference on students' listening comprehension Pre-test mean score between Experimental Group I and Control Group at MAN 1 Pekanbaru. Based on this finding, it can be inferred that both classes have similar ability in listening comprehension. It means that the students' capability level of listening skill of both classes is similar.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. There was no significant difference on students' listening comprehension Post-test mean score between Experimental Group I and Experimental Group II at MAN 1 Pekanbaru. Based on this finding, it can be inferred the both classes have similar ability after gave treatment in listening comprehension. It means that students' capability in listening skill of both classes are similar got improvement.
- e. There was a significant difference on students' listening comprehension between Post-test mean score by using Experimental Group II and Control Group at MAN 1 Pekanbaru. Based on this finding, it can be inferred that the both classes have different ability in listening comprehension. It means that there is improvement after giving treatment for experimental group 2 and there is no improvement for the control group.
- f. There was a significant difference in students' listening comprehension Post-test mean score between Experimental Group I and Control Group at MAN 1 Pekanbaru. Based on this finding, it can be inferred that the both classes have different ability in listening comprehension. It means that there is improvement after giving treatment for experimental group 1 and there is no improvement for the control group.
- g. There was a significant difference on students' listening comprehension between Pre-test and Post-test mean score by using Experimental Group I at MAN 1 Pekanbaru. It can be concluded that there is an improvement of students listening comprehension in Experimental Group 1. In other words,



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Dictogloss technique gives effect to improve the students' listening comprehension.

- h. There was a significant difference on students' listening comprehension between Pre-test and Post-test mean score by using Experimental Group II at MAN 1 Pekanbaru. It can be concluded that there is an improvement of students' listening comprehension in the Experimental Group 2. In other words, Information Transfer Technique gives effect to improve the students' listening comprehension.
- i. There was no significant difference on students' listening comprehension between Pre-test and Post-test mean score by using Control Group at MAN 1 Pekanbaru. It can be concluded that without treatment there is no improvement of students' listening comprehension in the control group. The students of control group have similar ability in listening comprehension in pre-test and post-test score of listening comprehension test.
- j. Based on Independent T-test analysis of gain score of listening comprehension of the experimental group and the control group on the table IV.38 above, it is shown that there is a significant difference of improvement on students' listening comprehension between those students who are taught by using Information Transfer Technique is found at post-test between the experimental group and control group. T-test result is 1.181, its def is 52, significance is 0.000, the mean difference is 18.45, the lower difference interval is 11.29 and the upper difference interval is 9.96. So, in the conclusion  $p= 0.000$ , the 2-



tailed value is smaller than 0.05 ( $p < 0.05$ ). The value of gain score (0,000) is categorized as weak category (see table III.6). The difference of gain score was 18.45, the result shows that the mean scores differ much between both groups. It could be determined that the subject in both groups were not equivalent after giving the treatment.

Based on the analysis of Table IV.38, of the tenth hypotheses  $H_{a10}$  is accepted and  $h_{010}$  is rejected. So, it can be inferred that There was a significant difference on students' listening comprehension between Pre-test and Post-test mean score by using Information Transfer Technique at MAN 1 Pekanbaru.

Based on the percentage improvement, Dictogloss Technique mean score (84.11) with (78%) is higher than the percentage of Information Transfer (56%) the mean score (80.33). At last, it can be concluded that both Dictogloss and Information Transfer Technique give the effect on the students' listening comprehension. Both Dictogloss and Information Transfer Technique can be chosen to apply to teaching listening comprehension.

## V.2 Implication Of The Research

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning, especially for listening. Listening is not only merely the process of



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a unidirectional receiving of audible symbol, but listening also is the process of getting information. The information gained is actually will be connected with the listeners' previous knowledge or experience they have. Nunan (2003:24), then, stated that listening is an active, purposeful process of making sense of what listeners hear because the listener process, not only what they hear but also connect it to other information they have already known. In this research, Dictogloss and Information Transfer Technique are compared toward students' listening comprehension. Both these techniques are suitable to carry out in teaching listening comprehension.

David Nunan (2001:28) stated that Dictogloss is also called grammardictation or dictocomp considered as on techniques that helps both teacher and students in teaching English. Dictogloss is a technique one which encourages learners to utilize both bottom up and top down listening strategies.

On the other hands, this is an activity when the learners listen to a short text read twice to them while they take notes. It means that the teacher should prepare a good text based on the material. Nation (2003: 73) stated In a dictogloss, the text may be spoken quite quickly but with several repetitions. Alternatively, the text may be spoken quite slowly and with several repetitions, but the learners are expected to write something that quite closely resembles the original. So, it is clear that dictogloss is a technique when the teacher reads out a short passage twice at a natural speed to the class and the students should pay attention to listen the text. .



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Information transfer technique is a technique involving students actively gaining the information they are listening to and reforming the information into diagrams or table based on its classification in same purposes with the original sources. In addition Storla in Tran thi Diem thi and Nguyen thi Loan (1990: 97) stated that information technique is translating data from one to another. we move from the reading or listening text to graphic stimuli or visual like chart, graph, diagram, figure, maps, etc. Brown also stated that information transfer technique in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on the map

Based on the research finding, there is no significant difference between using Dictogloss and Information Transfer Technique on students' listening comprehension. It means that both strategies can be applied in teaching listening.

### V.3 Recommendation

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison between the use Dictogloss and Information Transfer Technique on Students Listening Comprehension at MAN 1 Pekanbaru. The research findings have found out that there is no significant difference in students' listening comprehension by comparing Dictogloss Technique and Information Transfer Techniques in teaching listening.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

It means that both Dictogloss and Information Transfer Technique are suitable strategies to apply in teaching listening comprehension. Despite the research findings show significant improvement on students' listening comprehension of Dictogloss and Information Transfer Technique, and there are still gaps which could be filled with new and further research.

The researcher would like to recommend for the future research of the comparison teaching technique of both Self Dictogloss technique and Information Transfer Technique on the students' listening comprehension as follows:

1. It is expected to the English teacher in MAN 1 Pekanbaru to be able to use Dictogloss Technique and Information Transfer technique in teaching learning process as one of the technique that is useful for the teacher to motivate the students.
2. The researcher hopes that the result of her research is useful for the teacher and can improve the students' knowledge in English especially in listening comprehension. So the researcher tries to manage the interesting program for students
3. Hopefully this thesis provides meaningful reference for the next researcher and those who are reading this thesis and interested in conducting the same research to apply these technique the way to improve the same aspect.
4. Finally, another focus for future research could be the involvement of research center of tertiary education in Riau province, especially Institute for Research Center and Community Development of State Islamic University Sultan

Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

