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CHAPTER V

THE CONCLUSION AND RECOMMENDATION

V.1 Conclusion

Based on the result of data analysis in Chapter IV, the researcher drew conclusion that Directed Listening Thinking Activity (DLTA) was an effective strategy in teaching listening comprehension and vocabulary mastery to the Junior High School students because there was an improvement that could be achieved by the students in comprehending descriptive text. The improvement of the students can be seen from the score of the students that had increased from the pre test and post test in the experimental group. In the listening's data, the average score of the pre test was good level and the average score of post test was excellent level. In the vocabulary's data, the average score of the pre test was mediocre and the average score of post test was good. In addition to this, the ability of the students was increased from Poor to average to Excellent level. In MANOVA, the listening comprehension for control group was good level and experimental group was excellent level. And the vocabulary mastery for control group was mediocre and the experimental group was good level. So, the implementation of DLTA strategy to improve the students' ability of listening comprehension and vocabulary mastery in the second year students at SMP IT Al-Ikhlas Pekanbaru was categorized as a successful action.

The factors that cause the improvement were the students had more participation in learning listening descriptive text through DLTA strategy because each students work hard and did their best to answer the questions carefully.

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Based on the student's observation sheet there would be some improvement of students' activities from the first until third meetings

In conclusion, based on the result of the test and observation sheet of this research showed that using Directed Listening Thinking Activity (DLTA) strategy was effective to improve the listening comprehension and vocabulary mastery of the second year students of SMP IT Al-Ikhlas Pekanbaru.

V.2 Implication of the Research

To improve the students' Listening Comprehension, particularly in listening comprehension and vocabulary mastery, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant with the need of the students in order to achieve the target determined by the curriculum. DLTA Strategy is one of the teaching strategies considered to be effective, efficient, and relevant with the students' needs. This strategy aims to assist the students' vocabulary mastery, strengthen, recall the information being learned, to gather ideas, quickly, and to summarize the ideas or information obtained.

This research showed that the use of DLTA Strategy on students' Listening Comprehension and vocabulary mastery at SMP IT Al-Ikhlas Pekanbaru. This research provides several implications as explained, as follows:

1. This research has implication on students' Listening Comprehension and vocabulary mastery. By using DLTA Strategy, the students can listen carefully.
2. This research has implication on the ability of the teachers to use DLTA

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Strategy. The teacher need well the use of DLTA Strategy that the teachers are able to extend the students' vocabulary mastery with other friends or classmate.

V.3 Recommendation

Based on the data analysis conducted in the chapter IV, and the conclusion, this research found that the teaching strategy used either in the control group or in the experimental group showed that the students' listening comprehension and vocabulary mastery have improved. In other words, there is no significance difference of students Listening Comprehension and vocabulary mastery before the tretment in both groups and there is no significance difference of students Listening Comprehension and vocabulary mastery after the treatment in both groups. It meant that the teaching statergies used in the control and experiment group were able to improve the students' Listening Comprehension and vocabulary mastery. Therefore, this research recommends for conducting further research in the form of quasi-experimental research in order to find out which strategy is better to improve the students' Listening Comprehension and vocabulary mastery. Beside, this research also recommends for conducting further research in the form of mix method research DLTA Strategy. It mean that the further research can conduct it either quantitatively in order to find out which steps of DLTA Strategy on students' Listening Comprehension and vocabulary mastery, and factors of using DLTA Strategy can improve the students' listening

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comprehension and vocabulary mastery.

In addition, several recommendations should be given to the students, the educators and the stakeholder.

1. For the students

It is suggested to learn and comprehend more the use of DLTA Strategy, the students can use DLTA Strategy during practicing their vocabulary mastery.

The students are expected to consistently practice how to vocabulary mastery acceptance and use.

2. For the teacher,

It is suggested to understand more the use of vocabulary mastery in order to give other variations of the teaching strategies, so that the students mastery of vocabulary.

3. For the institution,

There are several points need to be suggested, as follows:

- a. DLTA Strategy to be introduced and developed futher to the teacher, students, and other educators as an alternative teaching startegies, particularly in teaching vocabulary mastery. The process of introduction and development of vocabulary mastery can be conducted through English clubs or English zone, meetings, or training.
- b. Further research related to the use of DLTA Strategy needs to be conducted by relating it with other variables such as interest, prior knowledge, self-concept, critical thinking skills, anxiety, creativity, etc, which those are the integral parts of the students that is necessary to

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explore more its influence on the development of cooperative learning teaching strategies

- c. By providing the positive contribution of the use of DLTA Strategy on students' Listening Comprehension and vocabulary mastery the educators and stakeholder are expected to improve it sustainably.

DLTA Strategy as student-centered approach improves Listening Comprehension and vocabulary mastery among the students in this study. Therefore, teachers in schools, especially teachers who teach English Listening Comprehension need to be aware of the benefits and importance of DLTA Strategy. There are positive changes taking place when teachers change their teaching methods towards a more student-centered approach. Teachers need to master the types of listening techniques to be used and plan how to implement them with the DLTA Strategy. Therefore, teachers are encouraged to practice this method regularly and effectively. There is evidence collaboration that DLTA Strategy has a positive effect on the formation of positive attitudes towards listening among students. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that listening have many benefits, such as improving Listening Comprehension and vocabulary mastery. Although, there is no 'perfect methodology', DLTA Strategy is an instructional method which is effective in enhancing the acquisition of English vocabulary mastery and improving students' listening Comprehension.