

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data presentation and data analysis explained at chapter IV, finally, the writer would like to depict the conclusions as follow:

1. The students' listening comprehension taught by using Focus Trio Strategy was high.
2. The students' listening comprehension taught without using Focus Trio Strategy was lower than taught by using Focus Trio Strategy.
3. There is significant effect of using focus trio strategy toward listening comprehension of the second grade students at SMAN 2 Siak Hulu. It means that Focus Trio Strategy gives significant effect toward students' listening comprehension of the second grade students at SMAN 2 Siak Hulu. It can be seen from the result of data calculation. The mean of experimental class post-test score was 76.62 and categorized as Very Good, while the mean of control class pre-test score was 69.38 and categorized as Good. Furthermore, t_o obtained was 3.116 compared with t-table of $df = 78$ in significance of 5% and 1% became $1.99 < 3.166 > 2.64$. Then the number of significance was $0.002 < 0.05$

In conclusion, teaching English by implementing Focus Trio Strategy of the second grade students at SMAN 2 Siak Hulu is successful to improve students' listening comprehension.

B. Suggestion

In this occasion, the writer would like to give some suggestion to the people who get benefit from this research. The writer suggest:

1. It is hoped that the teacher at SMAN 2 Siak Hulu can implement this strategy in teaching listening because this strategy has a good effect to the students' listening comprehension.
2. The teacher should support the strategy used by using interesting topic that is suitable for the students' level and present the lesson objective clearly in order to make the students motivated in learning activity
3. The teachers should support their teaching activity with the interesting media and involve the students in learning process.
4. For the students, they have to have intention and work hard to increase their listening comprehension and take a part actively in learning process.
5. It s hope to the other researchers to find new techniques, strategies, methods or approaches to make students more joyful in learning English