

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter leads to final remarks of the conclusions and suggestions based on the result of the research finding in the implementation of Dictogloss technique in the teaching of writing descriptive text as presented in the previous chapter.

A. Conclusions

This research has studied the implementation of Dictogloss technique in teaching writing descriptive text of the eighth graders of MTsN Pagu. The finding of research shows an instance of Dictogloss technique in teaching and learning writing descriptive text can solve the Islamic Yuniors high school of Pagu students' problem in writing descriptive text. The implementation of Dictogloss technique in cycle 1 was implemented on 25 April 2015 until 2 May 2015 which consisted of three meetings, two meetings were for treating Dictogloss technique and a meeting was for evaluating of descriptive text writing. The implementation of Dictogloss technique in cycle 2 was implemented on 7 May 2015 until 11 May 2015 which consisted of three meetings, two meeting was for treating Dictogloss technique and a meeting was for evaluating of descriptive text writing. During this period, the collaborator used observation checklist to observe process of the treatment in each meeting, and its implication for assisting students into effective learning.

After the treatment, the effectiveness was also evaluated by administering a writing test to the students. They were assigned to write a descriptive text independently in the last meeting. Besides, at the last meeting of each cycle, they were evaluated by giving them questionnaires for the sake of getting their feedbacks on the action.

Both data obtained during and after the treatment were analyzed and evaluated through some stages. Firstly, the researcher assembled all the data was identified and evaluated to see the board patterns. Then, the data were coded or categorized to see its specific patterns by considering the repeated data emerged during the treatment. After coding, the data was compared to other instruments to find its similarity or difference in different sets of data, and presented in the form of tables or diagrams. Then, the researcher built interpretation of the result of data analysis by reflecting it on criteria of success. The result of the students' writing score of writing products on the writing test of second cycle was improved. In addition, the Dictogloss technique also get positive response from the students, it can make the students involve actively in the teaching learning process in which Dictogloss technique implemented. It is shown from the result of the research which shows that after the Dictogloss technique being implemented, the students' participation increases.

In brief, it can be stated that Dictogloss technique can improve the students' writing ability. It proves one of the various technique in giving more opportunity to the students involve in their group.

B. Suggestions

Based on the findings in this research, there are several suggestions offered the English teachers, and the future researchers. First, it is suggested for the English teachers implement Dictogloss technique in teaching of writing especially descriptive text. Moreover, it is suggested to employ this technique to face the same problems in teaching writing in other graders, first and third graders of MTs. In addition, it is suggested to give more attention to low achiever students where in this technique, the low achiever students tend to keep silent in giving feedback or their idea in their group. The teachers have to make all the students participate in the teaching learning activity.

Finally, for the future researchers, the finding of this research can be used as beneficial reference to conduct similar research in higher education level, for example, University. By using the Dictogloss technique further researchers are also suggested to solve other writing problems in the other writing level.