

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

There were 39 students who experienced an increase in learning outcomes and not a single student experienced a decrease in learning outcomes from Pre Test to Post Test in the Experiment class, and there were 37 students who experienced an increase in learning outcomes and 2 people experienced a decrease in results. learn from Pre Test to Post Test in Control class. This shows that there is a difference between students' writing ability in English for Office who were treated with the dictation method and those who were not treated with the dictation method.

And the average pre-test score for the experimental class was 52.58. 20 is the lowest score while 95 is the highest score. and the average pre-test score for the control class is 45.02, with the lowest score being 15 and the highest being 85. the validity test can be done by comparing the calculated r value with the r -table value where $df = n-2$ with sig 5%. If $r\text{-count} > r\text{-table}$ then the data is considered valid, whereas if $r\text{-count} < r\text{-table}$ then the data is considered invalid. The number of samples in this study was 100 people and the significance level was 0.05. So the r -table in this study is 0.1966.

Based on the results of the t test on class experimental is known that calculated t value (18.569) $>$ t table (1.68709) and Sig (0.000) $<$ 0.05, then can said that influential dictation method in a way positive And significant impact on students' writing skills in English for Office , and based on comparison the value of Standardized Coefficients Beta, is known that Standardized Coefficients Beta value at class Experiment (0.950) more big from Standardized Coefficients Beta value at class Control (0.926). This indicates that use method dictation own

more influence to students' writing ability in English for Office when compared to with influence English teaching without use method dictation.

From this explanation it can be said that the hypothesis It can be said that H_0 is rejected and H_a is accepted, or in other words: the dictation method has a positive effect and significant to students' writing abilities in English for Office .

5.1.Suggestion

It is known that the influence of dictation method has a way positive and significant impact on students' writing ability in English for Office , and based that on matter there is any suggestions that could be consideration for :

1. English Teachers

The teacher is a facilitator and becomes the key to the success of teaching and learning English. Teacher can would get more information about teaching writing ability and teacher can apply dictation for learning media. The teachers should be more creative in delivering the activities in the classroom as use dictation method as the method of learning.

2. Other researcher

Study This only studied 79 students on One the same school , by Because That There is good If researcher furthermore add amount samples studied and add location different research, so with amount And more location lots, yes found a number of interesting information .

3. Students

It is suggested for the students, students can apply the dictation method so they have fun in learning in writing .