

CHAPTER V

CLOSURE

This chapter consists of two sections, the first section deal with the conclusion on findings of the research, and the other one deal with the suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, this study concluded that the teacher's emotional experience in applying the dictogloss technique for teaching listening is that on average positive emotions such as feelings of joy, coolness, serenity, enthusiasm, not giving up easily, happy and relief, peace, and coolness in thoughts and feelings. In addition to the positive emotions experienced by the teacher, the teacher also experienced negative emotions such as anxiety caused by various challenges in applying the dictogloss technique for teaching listening.

There are several challenges faced by the English teacher at MTs. Manarul Huda Kuala Kapuas in applying the Dictogloss technique for teaching listening in eighth grade as follows: 1). The teacher experienced difficulties in the topical warm-up section and vocabulary preparation when asking several questions to students to activate background knowledge about the topic to be studied, then the teacher also experienced problems in making sure students knew what to do at a later stage; 2). Some students do not understand written and spoken language; 3). The audio listening is playing too fast; 4). Lack of Media Procurement; 5). Lack of time available

B. Suggestion

The teachers are expected to be more able to manage emotions when interacting with students in class, teachers are also expected to always be able to have positive emotions in teaching and learning activities because positive emotions possessed by teachers will certainly also affect emotions in students which can improve student achievement.

Each learning method or technique must have advantages, disadvantages, and challenges for teachers in implementing it. The Dictogloss technique for the listening class as in this study also has its advantages and disadvantages, the disadvantages of which can be seen from the teacher's difficulties or the challenges faced by the teacher when implementing the Dictogloss technique in the listening class. Therefore, this study provides suggestions for other researchers to be able to conduct further research to find solutions in order to overcome the challenges faced by teachers in implementing the Dictogloss technique to teach listening so that learning to listen using the Dictogloss technique becomes even better.