

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents the conclusions drawn from the research findings and offers suggestions for future practice and research. This study aimed to analyze how to measure the listening skills of XI-grade students at MAS Al-Falah Padang through dictation activities rather than how to improve students' abilities using dictation. The research focused not only on measuring students' overall listening performance but also on identifying the specific difficulties faced by the students. Based on the findings from the dictation test and reinforced by interview results, it can be concluded that;

1. Student Listening Ability Through the Dictation Test

The test results show that the majority of students have quite good listening skills. Out of 20 students who took the test, 13 students were in the excellent category and 6 students were in the good category. Only 1 student fell into the inadequate (poor) category, while there were no students in the adequate (fair) or fail (very poor) categories. This indicates that the majority of students are already able to understand and write down dictated sentences well, although there are still various errors in certain aspects.

2. Dominant Errors

The errors found can be classified into three main aspects, such as:

- a) Phonological: students have difficulty distinguishing certain sounds, such as consonants /f/ and /v/, /s/ and /ʃ/, as well as long and short

vowels.

Additionally, variations in the pronunciation of the -ed ending often lead to misspellings.

- b) Lexical (Vocabulary): predominant errors take the form of misspellings due to phonetic spelling strategies, such as 'beautiful' is written as *beatiful* or 'visit' becomes *visid*. This shows a limitation in vocabulary mastery and a weak mental lexicon.
- c) Syntactic (Grammar): errors include the omission of 'to be', incorrect plural forms *citys*, *cityes*, subject-verb agreement mistakes *to reads a book*, as well as improper use of superlatives *clenes* for *cleanest*. These mistakes reflect a weak understanding of morphological and syntactic rules.

3. Factors Causing Students' Difficulties

Based on interviews, five main factors influence students' difficulties in participating in dictation activities, such as:

- a. Speech rate: the speed of sentence delivery makes it difficult for some students to capture words in their entirety.
- b. Phonological similarity: the similarity in sound between words, such as "sea" and "see," confuses writing.
- c. Vocabulary knowledge: a limited vocabulary often leads students to guess spellings based on sounds.
- d. Sentence length: long sentences increase the cognitive load on students' working memory, causing them to often miss the beginning or core part

of the sentence.

- e. Pronunciation/voice clarity: clarity of articulation and voice quality significantly affect the accuracy of students' dictation results.

B. Suggestion

Based on the results of this research, some suggestions are given for teachers, students, and future researchers to help improve dictation activities and solve the problem found in students' listening.

For English teachers, to enrich the variety of listening exercises in the classroom, not only through dictation but also with minimal pairs practice and audiovisual media. This will help students distinguish similar sounds while also reinforcing vocabulary and grammar through spelling practice as well as contextual learning about to be, subject-verb agreement, pluralization, and superlatives.

For students, they need to increase their exposure to English, for example, by listening to songs, watching movies, or English podcasts, as well as regularly noting new vocabulary and practicing listening from simple to complex sentences.

For future researchers to expand the research instruments with technology-based listening tests, considering affective factors such as motivation and anxiety, as well as testing specific learning interventions like dictogloss or phonological awareness training to help reduce students' phonological, vocabulary, and grammatical errors.

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