

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two parts. The first is the conclusion of this thesis, the second deals with some suggestions of the writer in using modified-method dictations in the classroom.

#### **5.1 Conclusion**

Dictation is an interesting way of stimulating the learner's creative processing. In language learning, dictation is a method which can provide a psychologically real system. It develops gradually the students' English competence. And through dictation, the students can learn about language elements by perceiving the language through some meaningful texts.

There are two kinds of dictations. They are conventional dictation and modified-method dictations.

Conventional dictation is a kind of teaching method which was so popular in use in the old days. It may be called dictation when a teacher probably reads the students a text, dictates it, and then reads it a third time so the students could check through.

Modified-method dictations has more advantages than the conventional dictation. Dictation, in modified methods and approaches, is not as boring as conventional dictation. First, not only the teacher dictates the text but two students can also actively dictate each other in the classroom. Second, the listener of dictation can either write down the whole text or just the parts or selected bits of the text. Third, it is not only the teacher who corrects the dictation but the student can also correct his own script or the student corrects another student's script.

Though much research remains to be done to understand better what learners are doing when they take dictation, it can be concluded in this thesis that using dictation in the classroom is advantageous for both the teacher and the students.

## **5.2 Suggestions**

To see there are a lot of advantages in using dictation, the writer suggests that dictation can be a popular teaching method again. It is suggested to use modified-method dictations rather than conventional dictation to eliminate the students' boredom in learning English in the classroom.

In selecting the material the teachers are suggested to give the students interesting and meaningful topics which are based on 1994 Curriculum and can enlarge the students' knowledge and improve their English skills, especially listening..

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