

CHAPTER V

CONCLUSSION AND SUGGESTION

Based on findings and analysis in relation with class action discussed in the previous chapter, conclusions and suggestions that relevant with implementation paired dialog strategy as follow up activity in the listening at MA Bustanul Ulum are presented below:

A. Conclusion

From the results of research conducted in three cycles, these activities can be concluded as follows:

1. paired dialogue strategy can become strategy that improve students' activeness in listening skill as a follow up activity in the classroom XI of MA Bustanul Ulum because:
 - a. In the third cycle most pairs (10 pairs) involved actively in paired dialogue activity.
 - b. Students become active to perform dialogue and find vocabularies that is not found in the text of listening exercise (by opening the dictionary or asking to friends or teacher).
 - c. Most students argue that paired dialogue strategy improved their activeness and enjoyable one for learning as follow up activity of listening.

- d. Through paired dialogue strategy students can improve their competence in speaking and listening skill.
 - e. Through paired dialogue strategy students have broad opportunities to be active in speaking and listening at ones because all pairs one by one perform speaking in front of classroom. In other words, this strategy is more efficient and pleasant in listening exercise than question-answer session between teacher and students.
2. The students' responses positively to the Paired-Dialog in listening. It shows in students' preference in Paired-dialog strategy, all most all students like paired-dialog strategy as follow-up activity in listening. Furthermore, most students want that the paired-dialog strategy is used as follow-up activity in listening for 12th grade.

B. Suggestion

Based on the result of research about paired dialogue strategy as follow up activity in listening skill at MA Bustanul Ulum, it will be proposed below some suggestions to the English and other foreign languages teacher, and researcher:

1. English Teacher

- a. This paired dialogue strategy should be introduced to students early that are since tenth grade. Earlier and more often students conduct this activity, they will be easier to implement their ability and component of language. In turn, this will improve their competence in oral language.

- b. This paired dialogue strategy can be more enjoyable; students should be engaged to determine the theme and the topic so that it really becomes a enjoy activity.
- c. If the paired dialogue activity is conducted in classroom, so teacher should walk around to observe students who are less active and ready to help if they face problems of vocabulary.
- d. To form pairs in paired dialogue student should be given authority to form by themselves.

2. Other foreign languages teacher

This strategy should be tried to learn other foreign languages by considering that other foreign languages have a same position, which is as a foreign language that not many students use it to communicate daily with others.

3. Researchers

Researchers should conduct similar researches in order to evaluate and refine approaches, methods, and techniques of learning language. However, it needs to conduct research about the appropriate strategy for learning written language (reading and writing) to enrich creation and innovation in learning English so that English will becomes more enjoyable and acceptable subject.