

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion to answer the statement of the problem and the suggestion for the English teacher, students and the next researcher to improve students' writing skill by using snowball throwing.

#### A. CONCLUSION

The result of this study, there is a significant difference or influence between the students who were taught writing skill using snowball throwing and who were taught writing without using snowball throwing for the eight grade students of MTsN Purwoasri Kediri. Before the implementation writing skill using snowball throwing, the students were given pre-test. Next, the teacher teaches writing using snowball throwing for experimental group, while control group were taught without using snowball throwing. After that, in the last meeting, the researcher gives post-test to both of group to know the difference of test between experimental group and control group.

The students who were taught by using snowball throwing shows more enthusiasm in learning English especially writing skill. It can be seen from the progress of the test's result (pre-test and post-test) at experimental group and control group which experimental group shows significant progress than control group.

Based on the result of the research in MTsN Purwoasri, it can be stated that teaching writing using snowball throwing is effective. It can be seen from the mean of the posttest at experimental and control group. The mean of the posttest at experimental group is 73.1562. and the mean of the posttest at control group is 68.8125. From the mean of both of groups, we can conclude that the mean of experimental is higher than control group and the sig value is  $p (0.000) < \alpha (0.05)$ . The sig value can be seen in chapter 4 at table 4.13. From the explanation above, we can take conclusion that the method is effective for teaching writing at eight grade of MTsN Purwoasri.

## **B. SUGGESTION**

After doing snowball throwing method at eight grade of MTsN Purwoasri especially in class C. The researcher has some suggestions below:

### **1. For The Teacher**

Teacher is the most important component in teaching learning process. Therefore, the researcher hoped that the teacher gives support to the students to motivate their writing ability. The teacher must give advice to the students that the students must improve their writing skill. The teacher must look for the way in order that the students feel joyfully and interested in writing lesson. The teacher is expected to look for different method when teaching writing in the classroom. So, the students do not feel bored when they are in class.

The teacher must be patient in class because sometimes the situation and the condition in class are crowded, it is because the number of the students are 40 students. When teaching writing , it is hoped that the teacher make the students feels motivated and enthusiasm in the classroom. The last, the teacher must explain the lesson clearly until the students say that they understand about the material learnt. In addition, when the student fell difficult to learn the material, the teacher should explain more until the material is clear. Besides, the technique above also effective if the teacher will use it because the technique can be helpful in encouraging students to actively participle in writing skill.

## **2. For The Students**

The students must be accustomed to write anything such as writing diary, etc. It can help the students to improve their writing ability. Then when teaching writing in the classroom is hoped that students pay attention for the teacher. So all of the students will understand when the teacher asks the students to do the technique used. The students must follow what the teacher wants in writing class. If it occurs maybe the situation and the condition will be effective.

### **3. For The Next Researcher**

If the next researcher does the technique in other schools and other grades, it is hoped to do the same research that is improving the effectiveness of this technique for teaching writing. In addition, it is hoped to the next researcher to manage the class better in order that no one students crowded in class and they can pay attention to the teacher. The next researcher also must pay the students attention for the instruction of the researcher. It can help the situation in teaching learning writing in the classroom become effective.