

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after finishing the whole steps of CAR, the researcher presented the conclusion of the research to answer the statement of problem and the suggestion for the English teacher, the students and the next researcher.

A. Conclusion

Based on the research carryout in X4 grades at SMAN 1 Ngadiluwih in the academic 2014/2015. It is conclude that wholesome scattering game is effective to enhance the students' writing skill of descriptive text. It refers to the following information.

1. Related to the achievement data, there are some progressions of students' score from pre-cycle and the three cycles. In the pre- cycle test the average score of test is 59.44 and there are 10 of students (34.48%) who passed the criteria of success (KKM). Then in the result of cycle 1, the average score of cycle 1 is 68.13 and there are 15 of students (51.72%) who passed the criteria of success (KKM). The result of cycle 2, the average score of cycle 2 is 75, 86 and there are 21 students (72.41%) who passed the criteria of success (KKM). Because of in the cycle 1 and cycle 2 is not success, the researcher did cycle 3 to make them increase and the result of cycle 3, the average score of cycle 3 is 78.48 and there are 25 students (86.20%) who pass the criteria of success (KKM). That is more

that target that I was made that at least is 80% students passed and the criteria of success is 76 from school. The researcher does this test by using wholesome scattering game. In other words, the implementation of wholesome scattering game can improve students' ability in writing descriptive text.

2. The observation result shows that the students' participation is more interested in learning descriptive text through wholesome scattering game in the classroom. In the cycle 1 the researcher do the observation checklist with collaborator and the result of attitude students in teaching learning is 57 % (fair) that is still students don't care with the researcher, in the cycle 2 the researcher do the observation checklist more and the result is 75% (average), the students begin to respect with the researcher and enthusiasm in the class, if they don't know they asking question the researcher but that is not enough, then the last the researcher do the cycle 3 to observed the attitude of students and the score is 85 % (excellent) the students almost enthusiasm and know what the researcher teach they felt understand and that is enough and maximal. From the result of research on the previous chapter shows wholesome scattering game makes students easier in making descriptive text and makes them easier in exploring their idea in making descriptive text. The method also can improve students' achievement significantly in writing skill of descriptive text.

B. Suggestion

There are some suggestions especially for teacher, students and the next researcher in order to improve their ability in writing descriptive text

1. For the teacher

Teacher is expected to use wholesome scattering game as a teaching media especially in teaching writing descriptive text. Because by using game, teacher can expect the students' writing result well. Game can stimulate s students' brain in arrange sentences.

2. For the students

The students will be feel enjoy along learning by using game especially by using wholesome scattering game. Students who lack of vocabularies will be help by this game because in this section so many words and the meaning will be know and remember. It is so easy.

3. For the next researcher

For the next researcher, the researcher has suggestion that this activity should be conducted in other schools to get wider generalization of the result of this study. The researcher also hopes that there will be many researchers, who explore and use wholesome scattering game in teaching English, especially in writing.