

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the study. The suggestion is proposed based on the significance of the study have been stated in chapter 1, the result of the analysis, and the conclusion presented in this chapter.

5.1 Conclusion

Based on the result of the analysis of the study, there were improvements shown by the subject. The pre-test result was good and categorized as “good”, in which the average score was 76.2 of 100 and 79.17% of the subject was able to pass the test. The result of cycle I indicated improvement. The average exercise 1 score was 83.33 of 100 and 95.8% of the subject was able to pass the test, it was categorized as “very good”. The average post-test score was 92 of 100 and 95.83% of the subject was able to pass the test, and it was categorized as “excellent”. Besides that, the average product score was 3.18 of 4.00, it was categorized as “good” and the average score of students’ behavior and respond was 2.95 of 4.00, it was categorized as “good”. The average product score and students’ behavior and respond during implementing *Snowball Throwing Technique* indicated that the implementation of *Snowball Throwing Technique* in the classroom could improve students’ reading comprehension, especially in descriptive text. While the result of cycle 2 showed that the average of exercise 2 score increased 96.3 of 100 and 100% of the subject was able to pass the test, it was categorized as “excellent”. The

average post-test score really increased 97.91 of 100 and 100% of the subject was able to pass the test, and it was categorized as “excellent”. It indicated a great improvement with the high score. The average product score was 3.50 of 4.00, it was also categorized as “good”. The average score of students’ behavior and respond was 3.57 of 4.00, it was categorized as “very good”. It really increased. With the satisfactory result obtained in cycle 2, there was no need to proceed to the next cycle. The students reading ability was great, it was proved by the score 95.83% of the subject was able to pass in, exercise 1 in cycle I and post-test 1 in cycle I. Meanwhile, 100% of the subject was able to pass in, exercise in cycle II, and post test in cycle II.

Snowball Throwing Technique is implemented in two cycles, namely cycle I and cycle II. Cycle I consisted of exercise and pos-test. There are 10 questions each exercise and post-test. Meanwhile, cycle II consisted of exercise and pos-test. There are 10 questions each exercise and post-test. Snowball Throwing Technique is implemented in each cycle. The result of this technique shown an improvement.

Based on this result it can be concluded that the use of *Snowball Throwing Technique* was effective to improve reading comprehension ability in descriptive text of the eighth grade students of SMPK Sta. Theresia Kupang in the School Year 2017/2018. In addition, the eighth grade students, especially Class VIII A were so active and happy in reading comprehension by implementing the *Snowball Throwing Technique*. The students were so interested with this technique.

The eighth grade students, especially class VII-A of SMPK Sta. Theresia Kupang in the School Year 2017/2018 do have higher level of cognitive potential that can be developed further if they are given appropriate challenge and stimulus.

5.2 Suggestion

In line with the significance of the study and conclusion, the suggestions are offered to the teacher of English and the students learning English.

1. English Teacher

English teachers especially those who are teaching at the school where this study was taken place are highly recommended to use *Snowball Throwing Technique* as one of the strategies or techniques to teach the students to create active learning and teaching process and encourage them to think critically towards a text. Teachers are also suggested to allow their students to take notes according to the style that suit them best, such as *Snowball Throwing*, and not only the literal ones or the neat ones and to examine notes based on how well the students understand them, not how they look like. It also would be very useful to provide appropriate challenge and stimulus for them such as questions or test items to force them in thinking critically.

2. Students

Students, especially those who were involved in this study, are suggested to use *Snowball Throwing Technique* as their group learning tool because it is very useful to help them to be better in comprehending a text critically in a fun and interesting.

3. The Writer

The writer will become an educator and since this study showed a positive result he decided to continue to use *Snowball Throwing Technique* with any necessary adjustment in his profesional career as a teacher later on and shares it with others especially his future students.

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