

CHAPTER V

CLOSURE

A. Conclusion

Based on the results of finding and discussion that the researcher has described, the researcher concludes that "Student's Speaking Activities in Teaching and Learning Process Using Snowball Throwing Type" at SMPN 23 in Banjarmasin is known:

1. First, the researcher found four different steps from the teacher's theory asking students to prepare papers, throwing a ball for about 3 minutes, the teacher pointed to students directly to answer, the teacher gave an evaluation. That from the six steps in theory it turns out becoming seven steps, including: The first step, the teacher conveys the material, the teacher divides the student in the group and calls the leader, the leader explains the material, the students prepare the paper in creating the question, the student shapes the paper into a snowball and throws around 3 minutes, the teacher gives the student to answer the question directly, and the teacher gives an evaluation.

2. Second, from the snowball throwing type there are two positive and negative responses including: comprehension in grammar, increasing student pronunciation, develop student vocabulary, foster speaking fluency, practice leadership and responsibility, group work solidarity, The class become noisy, and needing long preparation. Snowball throwing type produce the positive responses, the data show most of student agree that this technique help them to speak. There were many

activities that can help the students to speak. The activity during teaching and learning to work together in group, to create creative question, to make them more confident in answering the question. Using snowball throwing type by grouping the student share their idea, give knowledge to other, and motive themselves in learning English.

However, based on the student's response, there are still some students who have different opinions from students who have a positive response. Snowball type throwing also has the opposite impact to achieve the goal of speaking language. According to data from students, the opposite impact of this is the class becomes noisier, so that it can disrupt the focus of learning. Then the snowball takes a long time so only representatives have the opportunity to answer questions from inside the snowball. Snowball throwing type can be alternative techniques used by the teacher in teaching speaking because this technique leads some responses from students.

B. Suggestion

As research is received some feedback such as suggestions and input through the results of research conducted at SMP 23 Banjarmasin. In this chapter, the author has suggestions regarding the use of the snowball throwing type of cooperative learning related to school headmaster, teachers, students, which are related to the research as mentioned as following:

1. Headmaster

a. learning using the snowball throwing type can be recommended by the school principal to subject teachers other than English teachers as an alternative to learning that focuses only on the teacher being the center of students in an effort to develop a better school vision and mission.

b. the results of this study can be used as a variation by adding inputs for interests and curriculum materials to trigger an increase in student learning outcomes as well as improve the quality of school education.

2. For teacher

a. Based on research data, that snowball has positive and negative responses during speaking activities, teachers are expected to recognize the obstacles to using snowball throwing types and try to avoid to have better ways implementing in class room.

b. It is hoped that the teacher as a facilitator in learning snowball throwing type can better allocate each procedure time later, otherwise the class will look so rowdy by leaving it alone and without getting maximum results. So a teacher must be able to provide rules so that the steps in the snowball throwing type can run effectively.

3. For Student

a. Students are expected not to make noise during the teaching and learning process in class because that will affect the focus of their classmates' learning. So that other students are difficult to understand the lesson. Friends should reprimand and invite to take a role in the group.

b. After carrying out learning activities using the snowball throwing type students are expected to hold learning discussions more often because it can increase knowledge about the material being taught and improve students' social communication by helping friends.

4. Other Researchers

For future researchers, it is hoped that they will develop problem formulations related to snowball throwing type, not only the data can be described, but the difference can be seen from the data, such as student learning outcomes using accounting data so that the difference can be seen before and after treatment. Other researchers need to look for on how develop the student's speaking in experimental research to know the effectiveness on the use of snowball throwing type in teaching and learning speaking class.

To prove whether snowball throwing type is effective or not in improving student's speaking ability by oral test in pre-test and post-test between experimental class and control class. The aim of this is to investigate the significant difference in student who will teach by snowball throwing type and for those who will teach by traditional teaching.