**CHAPTER V**

**CONCLUSION AND SUGGESTIONS**

This chapter, the writer presents (1) conclusion; and (2) suggestions.

1. **Conclusion**

Based on the findings and interpretations in the previous chapter, it can be concluded as follows:

1. There was significant difference from students’ posttest scores in experimental group taught using snowball throwing strategy and control group using teacher’s method.
2. The result of teaching sub title vocabulary in experimental group was significantly higher than control group. It can be seen from the result of experimental score. So it can be concluded Ho (the null hypothesis) was rejected and Ha (the alternative hypothesis) was accept.
3. Snowball throwing strategy gives positive effect on students. The researcher assumed that snowball throwing strategy has increased the score of students especially improving vocabulary at MIN 2 Palembang.
4. **Suggestions**

Based on the basis of the conclusion above and based on the study that has been done. After implementing snowball throwing strategy, the result of the test on the experimental group showed the improvement after the treatment conducted. So the writer like to give some suggestion as follows:

First, for the students the writer suggested to students can apply this strategy to active their prior knowledge and to build their brain. Besides that the students also should practice more.

Second, for the teacher the writer would like to share contributions for learning and teaching in order to develop the process of teaching and learning to be successful, especially in improving vocabulary. snowball throwing strategy is solutions for the teacher when they want to attract students attention. Moreover this strategy can be used in different kind of the lesson.

Third, the researcher hopes that this strategy could be useful to other researcher to increase the students’ vocabulary. It could be reference to other researcher who taken the research about improving vocabulary in elementary school. The writer expects that through related study some innovation and improvement in teaching will be obtained.

Finally, the writer hope that the result of this research can be useful contribution for educational department and for the reader. Hopefully, the reader will have more information and valuable suggestion about the used snowball throwing strategy in vocabulary skill.

In this study, the writer concluded that there was a significance difference between students’ vocabulary taught using Snowball Throwing Strategy and a strategy that usually used by teacher method of MIN 2 Palembang. It could be found from the t-value is 4.746, higher than critical value of t-table (2.001) or lower than 0.05. Therefore, it could be concluded that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted or in other way, it could be stated that there was a significant difference on students’ vocabulary taught using Snowball Throwing Strategy.

1. **Suggestions**

Based on the conclusion above, the writer would like to give some suggestions,

First, for the teacher of English, the findings of study encouraged the writer to suggest to the teacher of English to apply many kinds of teaching strategies in helping students learn vocabulary achievement. One of the is Snowball Throwing Strategy that has been proved to be applied and effective in improving vocabulary for the students’.

Second, for the students are expected to have high motivation in learning process and also the students are more active and creative in teaching and learning process. The writer expects from the strategy, it will encourage the students interested in learning English.

And the last, for the institution the writer suggest to the institution of education of MIN 2 Palembang or other institution to facilitate teacher of English to make them attractive and the students with many text books and media to make the teaching and learning process will be more effective, fun, and efficient.

**ABSTRACT**

The objective of the study is to find out whether or not there is a significant different on students’ vocabulary achievement who are taught using snowball throwing strategy and who are taught using method usually used by teacher to the third grade students of MIN 2 Palembang. The population of the study was the eight grade students of MIN 2 Palembang in the academic year of 2013/2014. The sample of the study was taken from convenience sampling. The writer was selected the class III.D as the experimental group and III.E as the control group. It consisted of 61 students, 30 students for control group and 31 students for experimental group. In this study, the writer used quasi experimental design. The instrument used in collecting the data was written test. The test was administered twice, as the pre-test and post-test for both control and experimental groups. The results of the test were analyzed by using independent t-test. The result of observation on students pretest scores in experimental group was 59.1935and the students posttest scores in experimental group was 65.1935. The achievement of experimental group was higher than the achievement of control group. Based on the independent t-test analysis, it was found that p-output was lower than p-value or t-obtained was higher than t-table. From the table analysis, the p-output was 0.000 and the t-obtained was 3.795. The result was consulted to t-table at the significance level 0.05 in two-tailed testing with the degree of freedom(2.001). Since the p-output was lower than 0.05 level and the t-value was higher than critical value of t-table,so the null hypotheses (Ho) was rejected and the alternative hypotheses (Ha) was accepted. It means that there was a significant difference on vocabulary achievement between the students who were taught by using snowball throwing strategyand who were taught using strategy that usually used by teacher of MIN 2 Palembang.

Keywords: vocabulary, snowball throwing strategy.