IMPROVING STUDENTS' SPEAKING SKILL THROUGH SNOWBALL THROWING TECHNIQUE TO SEVENTH GRADE AT SMP N 1 KOTABUNAN

THESIS

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APPROVAL SHEET

This thesis entitled "Improving Students' Speaking Skill Through Snowball Throwing Technique To Seventh Grade At SMP N 1 Kotabunan" compiled by Farmi Paputungan No. Reg 15.2.6.018, a student of English Education Study Program, Tarbiyah Faculty and Teacher Training of State Islamic Institute Manado, has been examined and defended in Munaqasyah session held on February 10th 2020 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Farmi Paputungan (2020) *Improving Students' Speaking Skill Through Snowball Throwing Technique To Seventh Grade At SMP N 1 Kotabunan*. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.

This research is a Classroom Action Research (CAR) purpose to improve students' speaking skill to the seventh grade at SMP N 1 Kotabunan through the snowball throwing technique. The subjects of this research were 31 students consisted of 21 female and 10 male. In this research, the researcher used quantitative and qualitative design. To collect the data, the researcher utilized by using test and observation. The researcher conducted the test by asking the questions that relates with the lesson that students had previously learnt. Meanwhile, observation was accomplished in order to observe qualitatively about the students' learning process by using snowball throwing technique. In first cycle, the mean score was 39.84 with percentage of students who passed the test was 52%. While in the second cycle, the mean score of post-test was 72.16 with the percentage of students who passed the test was 100%.

According to the observation in the first cycle, it showed that the students could not carry out the snowball throwing properly and some students were not good in speaking such as having bad grammar and pronunciation. The researcher used the papers to construct as a ball in conducting *the snowball throwing technique*. On the other hand, in the second cycle, it showed that the students were getting better by carrying out the following technique. Based on the indication of the result, it can be said that there was an improvement of students' speaking skill through snowball throwing technique to the seventh grade at SMP N 1 Kotabunan.

KeyWords:Snowball Throwing Technique, Speaking skill, SMP N 1 Kotabunan.

ABSTRAK

Farmi Paputungan (2020). Peningkatan Kemampuan Berbicara Pada Siswa Kelas VII di SMP N 1 Kotabunan. Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang bertujuan untuk meningkatkan kemampuan berbicara pada siswa kelas tujuh di SMP N 1 Kotabunan. Subjek penelitian ini adalah 31 siswa yang terdiri dari 21 siswa perempuan dan 10 siswa laki-laki. Peneliti menggunakan kualitatif dan kuantitatif desain pada penelitian ini. Pengumpulan data dilakukan melalui observasi dan test. Peneliti melakukan tes dengan menanyakan pertanyaan kepada siswa sesuai dengan materi yang telah diajarkan. Sementara itu, observasi dilakukan untuk mengobservasi kualitatig data tentang proses pembelajaran dengan menggunakan snowball throwing teknik. Data pada siklus pertama menunjukkan rata-rata skor pada post-test sebesar 39.84 dengan jumlah persentase siswa yang mencapai standar skor sebanyak 52%. Sedangkan pada siklus kedua, diperoleh jumlah rata-rata skor berdasarkan post-tes sebanyak 72.16 dan jumlah persentase siswa yang mencapai standar skor sebanyak 100%.

Selain itu, berdasarkan observasi menunjukkan bahwa siswa belum bisa melakukan teknik *snowball throwing* dengan baik begitupun dengan beberapa siswa yang belum bisa berbicara dengan baik seperti tatabahasa dan pengucapan yang salah. Peneliti menggunakan bola kertas sebagai media dari teknik *snowball throwing*. Namun, pada siklus kedua menunjukkan telah adanya peningkatan kemampuan berbicara pada siswa dan siswa pun sudah bisa melakukan teknik dengan lebih baik. Berdasarkan indikasi tersebut, bisa dikatakan telah adanya peningkatan kemampuan berbicara pada siswa kelas tujuh di SMP N 1 Kotabunan melalui teknik *snowball throwing*.

Kata kunci: Tekniksnowball throwing, Kemampuan berbicara, SMPN 1 Kotabunan.

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Praise to Allah Swt the Almighty God who gives the writer His mercy and strength to finish this thesis. Peace and salutation be upon to our prophet Muhammad saw, with his family and followers.

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The researcher's deepest appreciation addresses to the researcher's beloved parents Yusup Paputungan and Iba Modeong for the endless love, pray, and support.

The researcher would like to thank the advisors. This thesis would not have been possible without the help, support and patience from my first advisor Delmus Puneri Salim, S.Ag., M.A., M.Res., Ph.D, and to the second advisor Fadhlan Saini, M.Pd who has helped the researcher patiently in finishing this undergraduate thesis by giving suggestion, guidance, and correction until the completion of this thesis.

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The researcher realizes that this thesis is still far from being perfect and hopes that this thesis would be useful for the next researcher or for readers in general.

Manado,   2020

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado,   2020
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CHAPTER I

INTRODUCTION

A. Research Background

English has become a lingua franca which defines a language widely used for communication between two people whose different language as their second language. Moreover, even if it has crossed the globe and its overlap with other language, but it has been debating over years about how many people speak English either as their first or second language.[1]

Additionally, Relating with Richards and Renandya stated that a large percentage of the world's language learners to study English is to develop proficiency in speaking.[2] It means teaching English for speaking skill is important as Utami states that speaking or oral communication has been considered as significant language skill for second/foreign language learners which depending on the approaches and methods of language teaching.[3]

Comparatively, speaking in English is one of skills that necessary for effectively communication as Davies & Pearse states that the significant aim of English language teaching is to makes learners

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[1]Jeremy Harmer, *The Pratice of English Language Teaching Third Edition*, (Harlow,UK: Pearson Education Limited, 2001), hlm 01.

[2]Utami Widiati dan Bambang Yudi Cahyono, Thesis: *The Teaching of EFL Speaking in the Indonesian Context: The State of The Art*, (Malang : Universitas Malang, 2006), hlm, 269.

[3] Utami Widiati dan Bambang Yudi Cahyono, Thesis: *The Teaching of EFL Speaking in the Indonesian Context: The State of The Art*, (Malang : Universitas Malang, 2006), hlm, 276.

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capable to use English language effectively and correctly in communication.[4] Moreover, speaking skill has several reasons which can be considered as the first goal of study to reach other interest such as personal satisfaction to be able to speak properly.[5]Hence, it has described in Holy Qur'an how speaking is essential of our live as human and the rule of its, in Surah Ar-Rahman: 3-4 shows about human was created as speakers. It follows as:

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

"He creates human (3) to taught him be good in speaking(4)"[6]

Similarly as Ur states that people who know language is referred as speaker then all of four skill speaking considered as the important skill.[7] But, based on Rabbah in Al Hosni point out there are many factors among English Foreign Learner as the students difficulties in speaking English, and those factors are related to students themselves, teaching

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[4]Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners English Speaking Skill,* International Journal Research of English Education, 2017, hlm 34.

[5] H.Sepahvand, *The effect of oral reproduction of short shoties on speaking skill in Iranian High School Students,* Internasional Journal of Science and Research (IJSR), 2014, Vol 3(7).

[6]Kementerian Agama Indonesia ,*Al-Qur'an Al-Karim TajwiddanTerjemahannyaEdisiWanita,* (Surabaya :UD Halim, 2013). hlm.531.

[7]Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, International Journal on Studies in English Language and Literature, vol 2, Issue 6, 2014, hlm. 23.

strategies, the curriculum and the environment.[8] Together with Zhang stated that generally students who study English as a foreign language have limited occasion to speak English outside the classroom and also limited exposure to English speakers or members of the international community, and this might be one reason for teachers required to provide more situations and activities for students to strengthen their speaking competence[9].

In this reason, the researcher only focused on the teaching strategy which is a technique in teaching English, but there are some types of techniques in teaching. They are Firstly, storytelling is teaching English by using creative art in way to entertains students, it starts by reading the story aloud. It can be effective and alterative tool as Marsh maintain that storytelling gives the imaginative skill to the listeners and develop interesting of language learning.[10]

Secondly is role play. It is one of technique that use in communicative approach to teaching second language. It concerns to representation of realistic situation, and the purpose of students is to understanding experience in specific situation.[11]

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[8]Samira Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, International Journal on Studies in English Language and Literature, vol 2, Issue 6, 2014, hlm. 24.

[9] Kamonpan Boonkit,Skripsi: *Enhancing The Evelopemtn Of Speaking Skills For Non-Native Speakers Of English*, (Thailand: University silpakorn, 2010), hlm. 1306.

[10]Seyed Jalal Abdol manafi-Rokni, Masoud Qarajeh, *Digital Storytelling in EFL classrooms: The effect on the oral performance*, International Journal of Language and Linguistics, Vol 2 No.4, 2014, hlm 252-253.

[11]Kostas Magos and FoteiniPoliti, *The Contribution of the Role-play Technique to the Teaching of a Second Language in Immigrant Classes,* Regional Language Center Journal, Vol 39 No.1, 2008, hlm.99.

Thirdly is simulation where person is placed into scenario and it is skill to problem solving cause and effect and to make decision through the real situation that their playing with.[12]

The last is Snowball throwing technique, it is a cooperative learning where students work together and share information in group by using a ball as tool. According to Suprijono in Sutanti states snowball throwing technique is employed to make students to be responsible receive and convey messages from others to their friends in group.[13]

Although, all of the techniques above are good to apply in speaking class, but the researcher would use snowball throwing technique as the teaching technique, because it seems more simple and easy to apply and it suit whit the subject that is junior high school. As Ardhy states that there are problems are defined normally as crucial to students such as fluency, accuracy, comprehensibility.[14] These problems are in line with the experience found during the research.

Fitting to the researcher's experience in doing the second of internship program, the problems that the researcher found was anxiety cause lack of vocabulary and grammar structure errors in speaking, and the effect made students doubt to speak in order it broke the

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[12]Taksuriya Madsa, Skripsi: *Motivating Students' Speaking Skill Through Simulation in English for Spacific Purposes*, (Songkhla, Thailand: Rajamangla University of TechnilofySrivijaya, 2012), hlm.3.

[13]Henny sutanti, *Use Of The Snowball Throwing Technique For Teaching Better Esl Speaking*, English Educational Journal, Vol 7 No.1, 2016, hlm.119.

[14] S. Ardhy, *The Application of Think-Pair-Share- Strategy in Improving Students' Speaking Ability,* Journal on English Language Teaching and Learning Linguistic and Literature, Vol 6(2), 2018.

communication or speaking activity in class that they need to enhanced. In these reasons, the researcher interested to try figure out how to make the students faced those problems, and it can be started by breaking the students' anxiety with having fun atmosphere in English class through an easy fun style or technique in teaching.

As the reason above, the researcher chosen to conduct this research in junior high school at seventh grade because it is the first grade that student learn English, and the researcher want to observe that the fun atmosphere in practicing the snowball throwing technique would impact student to improve on their speaking and faced their problem or not. Hence, the researcher interested to carry out the research entitled "Improving Students Speaking Skill Through Snowball Throwing Technique to Seventh Grade at SMP N 1 Kotabunan".

B. Research Questions

Based on the background above the researcher formulated the research questions as follows:

1. Is snowball throwing technique effective to improve student's speaking skill to Seventh Grade at SMPN 1 Kotabunan?

2. How does the implementation of Snowball throwing technique improve English speaking to Seventh Grade at SMPN 1 Kotabunan?

C. Research Objectives

The goal of this research was to find out the improvement of students' speaking skill through Snowball throwing technique to

Seventh Grade at SMPN 1 Kotabunan, and to know the implementation of snowball throwing technique in improving English Speaking to seventh grade at SMPN 1 Kotabunan.

D. Research Benefits

The researcher divided the benefit of this research in three parts, they are:

1. For students

   This research will help students to stimulate their excitement in learning and to build up their association with each other.

2. For teachers

   The researcher hopes this research will assist teacher by expanding their skill in having modern style, strategy or technique in teaching.

3. For English Education Department

   This research is one of thesis from alumni of first generation of English Education Department, the researcher hopes this writing will be useful toward for Faculty especially for English Education Department, and it can be recommendation for the next generation of English Department in writing their thesis.

E. Scope and Limitation of Research

The Limitation of this research conducted to Seventh Grade students in SMPN 1 Kotabunan academic year 2019/2020 that consisted of 31 students, and based on the background it focused on students speaking skill.

F. Definition of Key Terms

There are four definitions of key terms of this research as follows:

1. Speaking

   According to Nunan in Sutanti written that speaking is a reciprocal process of setting meaning that involves producing and receiving and processing information.[15]

2. Teaching speaking

   Based on Harmer in Ram Sharma suggested that teaching speaking must be prominent for real language use.[16]

3. Snowball throwing technique

   It is a cooperative learning technique that let students work together in a group by means makes they pay attention, speak and share the information in the group.[17]

4. SMPN 1 Kotabunan

   It is a Junior High School that placed at Buyat village. It was named SMP Karya Murni and changed into SMPN 4 Kotabunan. At the last, it changes its name to SMPN 1 Kotabunan. Furthermore, Kotabunan is a sub-district of the school located.

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[15]Henny sutanti, *Use Of The Snowball Throwing Technique For Teaching Better Esl Speaking*, English Educational Journal, Vol 7 No.1, 2016, hlm.119.

[16]Dhani Ram Sharma, *Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy*, Journal of NELTA surkhet, Vol.5, 2018, hlm. 98.

[17]Henny sutanty, *Use Of The Snowball Throwing Technique For Teaching Better EslSpeaking*, English Education Journal, Vol 7 No.1, 2016, hlm.119.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Definition of English Speaking Skill

One of four macro skills that essential for effective communication in a language is speaking particularly English as universally used in dealings. As Zaremba points out that four of the macro skills of English, speaking is the most important skill that necessary for communication. In this word, speaking is a prime ability that students have to master. Additionally, with another states of Zaremba that learn speaking skills or communication skills required to place ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment.[1]

Moreover, Tahir simplifies that a successful one for people in applying English as foreign language when he or she has done to practice it into speaking.[2]Matching with Davies and Pearse states that the main purpose of English language learning is to give students capability to communicating English effectively and accurately.[3]

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[1] Kamonpan Boonkit,Skripsi: *Enhancing The Evelopemtn Of Speaking Skills For Non-Native Speakers Of English*, (Thailand: University silpakorn, 2010), hlm. 1306.

[2] S.Z.A. Tahir, *Improving Students' Speaking Skill Through Yahoo Messenger at Univeersity of Iraq Buru,* Internasional Journal of language and Linguistic, Vol 3(3), 2015, hlm.174-181.

[3] Nguyen Hoang Tuan and Tran Ngoc Mai, *Factors Affecting Students' Speaking Performance At Le Thanh Hien High School*, Asian Journal of Educational Research, Vol 3 No.2, 2015, hlm.8.

English effectively and accurately make students confident in conversation in order it would make their speaking better. By committing this activity, people can absolutely and confidently acquire the notification of an audience and prove the necessary occasion for the speaker to keep the message.[4] It can be considered that speaking skill as platform to certainly help the other areas of life.

Furthermore, based on Nunan's ideas that there are some things to do in spoken language, one of them is having the conversation. But, the problem is when conversations happen by using a foreign language, the students should understand how to interpret and respond appropriately an indirect speech acts as an example when the listener have to identify what the speaker means.[5] Occasionally, the misunderstood happen in having conversation caused the environment such as a crowded moment or noisy.

Then, four factors that indicate a successful of speaking class that according to Nunan : *The first*, for having better result in speaking the students required to talk a lot in English such as to talk or to gives their own opinion by using English in a meaningful context, it aid students to producing language in their real-life in order to improved their skill in speaking. *The second,* motivation, students need to having motivation in a case to inspiring them when they speak, it can be an effort to establish

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[4] S. Taka, *Teaching Speaking Bu Using Snake and Ladder Board Game,* Journal on English Language Teaching and Learning Linguistics, Vol 7(2), 2019.

[5] David Nunan, *Learner-Centered of English Language Education*, (New York, UK: Routledge, 2013),hlm.184.

their confidence in speaking. *The Third*, the other factor for success in speaking is participation, the teacher should detect a way of making students participate in speaking whether based on their personalities or abilities. *The last*, interactive and active learning, mostly students enjoy the class with interactive and active learning, and it helps to make the relationship as their real-life communication outside the classroom as well as inside in class for English learners.[6] Moreover, when people want to master English speaking skills, they need to practice their speaking on daily life for their improvement and having motivation in learning.

2. **Elements of macro skill of Speaking**

Speaking consists of some elements, there are as follows :

a. Vocabulary

Vocabulary can be the first thing for students to learn, and it is easy. It is an impacted lesson in learning language whether in an explicit or implicit (Elgort in Nation & Newton).

Furthermore, Elgort in Nation says that the achievement of learning language caused by the things as a main purposed in learning or teaching language such as is vocabulary. In general, vocabulary as the other part of speaking, the rate of vocabulary that students have to memorize is about 2000 to 3000 words as indefinitely amount for their ability in learning a language in both spoken or written.

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[6]Nguyen ThiTuyetAnh, *The Key Principles for Development of Speaking*, International Journal on Studies in English Language and Literature, Vol 5 Issue 1, 2015, hlm. 49-50.

b. Pronunciation

Derwing and Munro in Nation & Newton state that another way of having better communication is clearness, that is about pronunciation. Moreover, it is helpful to avoid the miscommunication between the listener and the speaker.

As Acton points out the advantages of learning pronunciation such as: *first*, having good pronunciation, it can be able to build up the speaker's confidence as well as their natural on speech in order it is easy for the speaker to making a variation in their pronunciation. *Second,* learning pronunciation helps to create a fervent relation between attitude and feelings. *Third,* when pronouncing words will make the connection of the body language such as gestures and facial expressions. *Fourth,* students will know how to manage the sound when they practice to pronounce. *The last,* it aids students on how to spell the words that they could know the pronunciation through the written pronunciation guide in dictionaries. [7]

Additionally, learning pronunciation includes learning the articulation, intonation, and stress of words. It is useful to be better at speaking as well as the native speakers.

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[7]I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (UK: Taylor & Francis e-Library, 2008), hlm.75-77.

c. Grammar

Grammar is a rule of word order that determines the appropriate structure of words in sentence. Based on Nunan states the necessary of word order is meaning. [8]

Furthermore, it is one of the main aspects of speaking that students require when they learn a language. Sheen in Nation & Newton pointed out that grammar has an impact on speaking communicatively.

The purposeful of learning grammar are; *firstly,* it is a description of the structure or rule of the sentence such as how the sentence place together to become a correct one. *Secondly*, grammar is a pattern of exploring collocation that students need to know how to merge the words that called verb such as intransitive and transitive verb with its object. *Thirdly,* by learning the explicit of grammatical rule helps students learn how to transform, ordering, constructing from rule, and classification. *Fourthly*, the consciousness of grammatical structure work and purpose will evade students from the mistake. *The last*, students will comprehend their mistakes and having feedback on their by language focused-correction in learning grammar.[9]

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[8]David Nunan, *Learner-Centered of English Language Education*, (New York, UK: Routledge, 2013), hlm.178

[9]I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (UK: Taylor & Francis e-Library, 2008), hlm.138-141.

d. Fluency and Accuracy

Fluency is a way of students speaking without doubtful or think too much when they talk. However, accuracy is the aim of students on their speaking.

Moreover, fluency is a standard of student's speed in speaking to measure their anxiety or hesitation when communicating the language. Then, accuracy is the rate of errors that the students take when producing the complicated sentence or word.[10]

3. Concept of Teaching Speaking

Teaching speaking is an easy process but muse over cause speaking is natural way as human but it is difficult in learning or speaking other language. [11] Furthermore, teaching speaking aims to make students know on how to differentiate letters and understand the meanings of words.[12]

Hence, Nunan divided some principle of teaching speaking as follows :

a. Understanding the differences of context between second language learning and foreign language learning caused speaking is two broad contexts of them. It is a challenge to the teacher to make certain about the target language context in their teaching.

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[10]I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (UK: Taylor & Francis e-Library, 2008), hlm.152.

[11]David Nunan, *Practical English Language TeachingFirst Edition*, (New York, UK: McGraw-Hill Education, 2003), hlm 48-49.

[12]Ahmad Subhan Roza, dan Andri Wicaksono, *Teori Pembelajaran Bahasa suatu catatan singkat,* (Indonesia :Garudhawaca).hlm.109

b. Training the accuracy and fluency of students' speaking by rehearse it. Accuracy is matches speech when students speak or speak correctly by using the target language. Then, fluency is speaking confidently and quickly without hesitation.

c. Using group work or pair works as chance to make students talk with each other and limiting teacher talk. It is important for language teacher to know how much we have to talk in class, and teacher does not have to take up students could be talking all the time.

d. Designing the task of speaking that relate with the meaning.

e. Designing classroom activities that imply both transactional and interactional speaking in guidance or practice. It includes to establishing and maintaining social relationship when students speaks to someone outside the classroom usually people do the purpose the both of them. [13]

4. **Definition of Cooperative Learning Teaching**

Cooperative learning is a class activity by conducting a small group as Johnson and Holubec defined in Zohra that cooperative learning is a classroom designed by taking direct lesson, and it helps students to learning in small group by electing each other.[14]

According to Crandall states cooperative learning has some advantages to create positive learning language such as conducive

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[13]David Nunan.(Ed), *Practical English Language Teaching, First Edition,* (New York, UK: McGraw-Hill Education, 2003), hlm.4 & 56.

[14]Benfatah Fatma Zohra, Dissertation: *Impelemting Cooperative Learning Technique in Teaching Speaking Skill,*(Biskra :Biskra University,2012), hlm..25.

atmosphere in learning, positive interdependence, interaction group, individual responsibility and arise the social skill in group.[15]

Here are some principles of cooperative learning that effective for students are; *firstly*, having positive interdependence, it builds when each member of group try to support each other to attaining the success. *Secondly,* when the member of each group helps one another to finish the task, it creates the individual responsibility. *Thirdly*, through cooperative learning students learn how to trust one another, supporting each other, try to listen other's opinion and solve the problem together is definitely develop the social skill of the students. *The last,* every student has their own accountability in each group that called face-to-face interaction.[16]

5. **Procedure of Snowball Throwing Technique (STT)**

Based on Suprijono and Istarani in Gani and friends snowball throwing is a way of presenting learning materials by forming student into heterogeneous groups, and it is interesting for students in reading a text[17]. It applies by using a ball that include a questions, then the ball have to flung and group who got the ball should to response it. As Apsari defined there are several phases on this technique as follows:

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[15]Benfatah Fatma Zohra, Dissertation: *Impelemting Cooperative Learning Technique in Teaching Speaking Skill,* (Biskra :BiskraUniverity, 2012), hlm.31.
[16]Benfatah Fatma Zohra, Dissertation: *Impelemting Cooperative Learning Technique in Teaching Speaking Skill,* (Biskra :BiskraUniverity, 2012), hlm.33-36.
[17]Sofyan A.Gani, Yunisrina Qimusllah Yusuf, and riima Erwina, Thesis: *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension".* (Banda Aceh, Indonesia : Syiah Kuala University, 2017).hlm.19.

a. Starting with planning material of teaching. It means that before coming to the class the teacher should had his/her design before, or what would teacher do in class such what the material would be taught, what kind of method could be applied, and etc.

b. Creating group, cause this research discussed about cooperative learning that mean it required a group. By means, teacher should create students into group.

c. Describing the material means explaining the lesson.

d. Asking each the group to make questions about the lesson, this part was teacher gave task to students.

b. Starting the technique by throwing the ball, it throws from one group to other one. It was learning process by applying the snowball throwing technique.

c. Answering the questions, every group has their turn to answer. It meant that which group that got the ball has to answer if not there was a punishment or any consequence.

d. Evaluating the lesson process. In this part the teacher can make a conclusion from what just happen about the learning practice.[18] It could be an examining the technique that students just applied had result like the teacher supposed to be or not.

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[18]Yanuarti Apsari dkk, "*Students Perception of Snowball Throwing in Teaching Grammar*", Profesional Journal of English Education, Volume 2 No.2, 2019, hlm.53.

In addition, the first step to learning a language is listen to spoken, it is better to do some classroom activity for students speaking all the time, here some speaking activity that teachers can be applied in class as follows :

e. Warm up activity which is some lower intermediate classroom activities that assist teacher and students to become know one-another, it is easy and comfortable to practice.

f. Twenty questions. It is doing between teacher and students, where teacher provide 20 sheets that will give to each students and students have to write 20 different questions into the margin.

g. Remembering Introduction is a group activity where to let students memorizing and reiterating what was their friend said.

h. Ball game is a game from lasses at Chula. It is simple to practice, it is only ask question and bounce to the floor and the next students catch the ball have to answer the question.

B. Previous Studies

Here some previous studies which relate with the title of this research that is applying snowball throwing technique in teaching, the researcher chosen them as an example to appeal the different of this research and theirs. They are :

1. First one is *"Use Of The Snowball Throwing Technique For Teaching Better Esl Speaking* "was doing by Henny Susanty (2016). It was a thesis that research took from English education journal. This research

was used to examine how to be effective the snowball throwing technique application in speaking class at eleventh grade students of senior high school in Banda Aceh.

This was a quantitative research by using 29 students as participants who chosen randomly. The research collected the data by doing post-test, pre-test, and statistical formula concluding mean, standard deviation, and t-test. It showed that snowball throwing technique can be alternative option for teachers use. It can be seem on the result of post-test and pre-test of experimental class and control class. The mean of experimental class in post-test was 48.51 and the pre-test was 38.58. The mean of control class in post-test was 42.43 and the mean of pre-test was 38.89.[19]

The distinctions are the research by Henny Sutanty was quantitative research, while this research was an action research. the subject research by Henny Sutanty was Senior High School in Banda Aceh, but the subject of this research was Junior High School in Kotabunan. Then, the research by Henny Sutanty was concentrated on alternative technique that teachers can applies in teaching class by using snowball throwing technique. Yet, this research focused on how effective snowball throwing to help students improving their speaking skill.

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[19]Henny sutanty, *Use Of The Snowball Throwing Technique For Teaching Better Esl Speaking*, English Education Journal, Vol 7 No.1, 2016, hlm.117.

2. Another one is the research titled with *"Increasing Vocabulary Mastery of the Seventh Grade Students Through Snowball Throwing Technique",* this research was being finished by Rahmat Wirawan L, Ferry Rita, and Abd. Waris (2013), and it was a thesis. The researcher found it in Journal of English language teaching society. Besides, the aim of this research was increasing students' vocabulary by applying snowball throwing technique.

Furthermore, the data of this second research showed substantial different between the result of control group and experimental group. The result of t-table was higher (2,30) than t-table (2,034).[20]

The differences between the research of Rahmat Wirawan and friends and this research are; *first,* the research design, the research design of Rahmat wirawan and friends was a true-experimental or quantitative research, while the research design of this research was an action research. *Second,* Rahmat Wirawan and friends' research focused on vocabulary mastery by using snowball throwing technique. Contrary, this research was concentrate on improving students speaking skill by using snowball throwing technique.

3. The last one is the research conducted by Yanuarti Apsari (2018) with title *"Snowball Throwing in Teaching Grammar"*, then the goal of this research was explaining the snowball throwing implementation in teaching grammar and its advantage in class.

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[20]Rahmat wirawan dkk, *Increasing Vocabulary Mastery of The Seventh Grade Students Through Snowball Throwing,* e-journal of English teaching society, Vol 1 No.2, 2013, hlm.1.

Furthermore, the data presentation result of Yanuarti Apsari indicated some advantages by applying snowball throwing in grammar class two of them were having improvement of students comprehension ability, and increasing students cooperation. [21]

Then, the dissimilarity between the the research of Yunuarti Apsari and this research are; the research method, the research method of Yunuarty Apsari was a qualitative method, then this research use an action research method. While, the main case of Yunuarty Apsari research was about student's grammar ability, but this research was concentrated on student's speaking skill.

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[21]Yanuarti Apsari, *Snowball Throwing in Teaching Grammar,* Lingual, Vol.10 No.1, 2018, hlm 52.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was an action research. As Carr and Kemmis in Nunan point out action research is form of self-reflective inquiry undertaken to improve rationality and justice of the participants, their understanding of those practices and situation when carrying out it. [1]

Here are four phases in carrying out Action Research, they are:

1. Planning

    The researcher started this phase by using WH questions such as why, when, who, and how to accomplish this research, before the researcher implemented the action. It started by making a lesson plan, prepare the some instruments that the researcher required during the activity such as observation checklist, the student's attendance, the text book. The researcher conducted this phase after doing the pre-test.

2. Action

    This was an implementation of the planning that the researcher made before. The researcher divided in three phases as follows:

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[1]David Nunan, *Learner-Centered of English Language Education*, (New York: Routledge,2013), hlm.269.

a. Pre-activity

Pre-activity was the first phase of doing the learning activity such as greet to the students, check students' attendance, or others pre-activity when started the class.

b. Whilst-activity

It was a phase of leaning process happened. It was including explained the lesson to students, and students applied the snowball throwing technique together.

c. Post-activity

The last was a closing part of learning teaching process such as concluded the lesson that students had learnt before.

3. Observation

It occurred during the teaching and learning process. The researcher observed everything that happened such as students' behavior, attendance, and interaction between students and teacher. Additionally, in this phase the researcher used an observation checklist that would be taken by English teacher as the collaborator, and the researcher was having notes during the learning process. Then, the observation and an action conducted at the same time.

4. Reflection

It was an evaluation to observe the strength and the weakness that need to correct in next meeting. This phase was the reflection of an

action to know whether the purpose of the research was accomplished or not. [2]

Some of the phases known as cycle, and each cycle consist of four parts as the description above. Moreover, the researcher divided this research on two cycles, and it can be depicted as following figure on page 23.

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[2]Nur Hiidayah. *Panduan Praktiks Penyusunan dan Pelaporan PTK (Penelitian Tindakan Kelas).* (Jakarta: PT Prestasi Pustakaraya, 2013). Hlm 18-19.

Figure 3.1
The cycle of Classroom Action Research (Kemmis, MC. Taggart:1988)
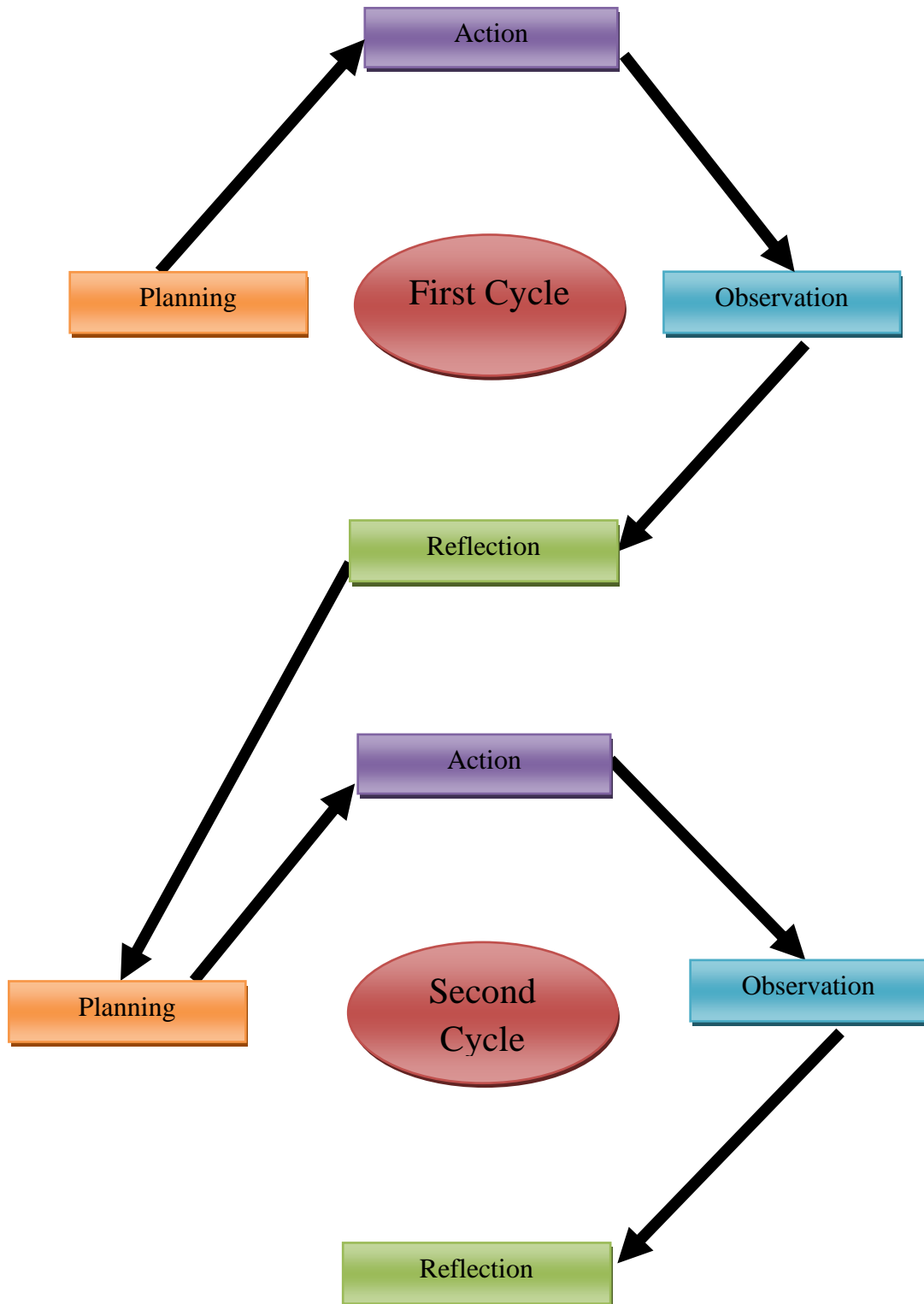
B. Research Setting

The researcher committed this research at SMPN 1 Kotabunan Karya Murni Street Buyat Kotabuan sub-district East Bolaang Mongondow regency, and it carried out to seventh grade B students academic year 2019/2020. The subject consisted of 31 students that divided by 21 girls and 10 boys.

C. Research Instruments

According to the research design that was an action research which means combining research between qualitative and quantitative research, then the researcher utilized each kind of those research instruments as follows :

1. Field Notes

The researcher used this instrument based on students' behavior and attitude when they applied the snowball throwing technique, and the researcher's activities during the learning process. It was useful as a reflection to know what the consideration to next meeting.

2. Observation checklist

The observation checklist conducted by asking the teacher to be an observer. It means when the researcher carried out the learning process at the same time the teacher committed the observation, and it was given to the observer before the class began.

3. Documentation

It was a tool to describe the learning process which the researcher carried out such as the lesson plan, student' attendance, the pictures of learning activity, and others documentation that required of this research as an evidence.

4. Test

Test was an instrument of measuring student's speaking skill. The researcher conducted in two part of test, those were pre-test and post-test. The researcher committed the pre-test before doing the action, and the researcher was taken the post-test after applying the action. Each of them was one meeting. Furthermore, it divided two kind of post-test that were post-test in cycle 1 and post-test in cycle 2.

D. Data Collections Technique

In collecting the data the researcher implemented three kinds of the data collection technique as follows:

1. Observation

This technique applied during the learning process, and it was taken by the teacher as observer. It depended on the teaching schedule about six times in meeting. Additionally, the researcher could observe by taking field notes. The observation involved to observe the learning process, the students' attitude and behavior.

2. Documentation

The researcher documented the activities when implementing the pre-test to post-test in cycle 2. It can be said as evidence during the researcher was carrying out the research.

3. Test

Test was a phase to measure students speaking skill by scoring them, and it was divided to pre-test and post-test.

a. The researcher committed the pre-test one day before applying the action; it was conducting to know the students' speaking skill before the researcher carried out the snowball throwing technique in class.

b. The researcher carried out the post-test after the treatment applied; it depends on how long the researcher conducted the treatment. At this time, the researcher divided this research in three meetings in each cycle which means the post test was taking three days after the treatment. Additionally, the researcher was divided the post-test in each cycle that was post-test in cycle 1 and post-test in cycle 2.

E. Data Analysis Techniques

The researcher used two types of data analysis techniques; those were analysis techniques for qualitative data and quantitative data.

The researcher conducted the analysis technique for qualitative data as follows:

1. Data reduction

    The researcher carried out this phase before conducting this research such as choosing which data that the researcher required to take in collecting the data. In this case, the researcher used an observation which means the researcher have to analyze which part of the observation that important to be focused on, and then categorized according to the researcher need.

2. Data display

    This phase was a technique to interpret the data that the researcher had collected before to the chart or matrix. Moreover, the researcher used the chart to interpret the data and determined which part of the data that the researcher should put on it.

3. Conclusion data

    The last was the conclusion, the researcher concluded the result of the data in writing. It was not an easy due to the researcher should summarize the data into simple sentences that the reader easy to understand. Then, the researcher depicted the phases above as following figure on next page:

Figure 3.2

Technique Analysis Data For Qualitative Data
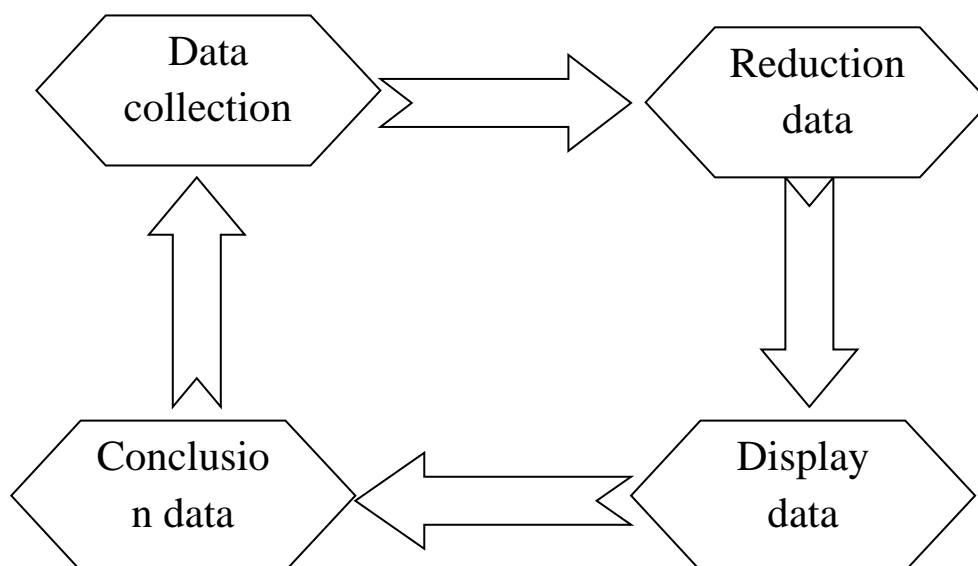
The second was a data analysis technique for quantitative data. As Creswell states that quantitative data was data in numeral form by using based method in collecting it.[3] In this research, the researcher was using speaking skill criterion from the speaking assessment oral presentation from Brown and Abey wickrama in scoring the student's speaking skill, it follows:

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[3]John.W.Creswell. *Fourth Edition Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research.* (Boston : Pearson Education ,2012) hlm.14.

Table 3.1
Students Oral Presentation Assessment Criteria By Brown & Abeywickrama
(2010) [4]

Speaking skill Criterion	E	VG	G	S	P	Comment
Fluency and Coherence - Speaks fluently with only rare repetition or self-correction - speaks coherently and develops topics fully and appropriately.						
Lexical resource and range - Express with flexibility and appropriateness and giving effective descriptions and expressing viewpoints on a variety of topics.						
Grammatical range and accuracy - correct sentence use and minor grammatical occurance						
Pronunciation - Pronounce words correctly, articulate clearly, intonate appropriately.						
Interaction (listen and respond) - Good contribution to other and active in conversation development						
Presentation Skil Presentation was organized, information was logical and presented in well						

[4]Yenny Rahmawati dan Ertin, Thesis :*Developing Assessment For Speaking of Syarif Hidayatullah State Islamic University of Jakarta*, IJEE Journal, Vol 1, No.2, 2014, hlm.205.

sequencing (confident in speaking).					
The assignment was completed according to instruction provided(Task)					
Total					

In addition, the researcher used three kinds formula to calculate the students result from post-test of each cycle, it applied as follows:

$$M = \frac{\Sigma X}{N}$$

M = Mean of Score

Σ X = Total Score

N = The total number of students (Adapted by Nana Sudjana)[5]

Meanwhile, to see the students passed the standard score or not it applied the following formula:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

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[5] Monica Risya Alfirda, Thesis:*Peningkatan Aktivitas Pembelajaran IPS Menggunakan Model Cooperative Learning Tipe Group Investigation Di Sekolah Dasar,* (Pontianak: Universitas Tanjungpura, 2016), hlm.6.

P= The class percentage

F = Total percentage score

N = The number of students (Adapted from Anas Sudijono)[6]

Furthermore, to know the students' improvement from every test in pre-test and post-test, the researcher adapted formula from an expert David Meltzer as follows: [7]

$$P = \frac{y1-y}{y} \text{ x } 100 \% \text{ and}$$

$$P = \frac{y2-y}{y} \text{ x } 100 \%$$

P = Percentage of student's improvement

y1 and *y2* = Post-test 1 and post-test 2

y = Pre-test

F. Research Stages

There were some stages that the researcher had conducted in formulating the data collection, they followings are:

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[6]Monica Risya Alfirda, Thesis:*Peningkatan Aktivitas Pembelajaran IPS Menggunakan Model Cooperative Learning Tipe Group Investigation Di Sekolah Dasar,* (Pontianak: Universitas Tanjungpura, 2016), hlm.6.

[7] David.E.Meltzer. *The relationship between Mathematics Preparation and Conceptual Learning Gains in Physics : A possible hidden variable in Diagnostic Pretest Score,* (Lowa: Department of Physics and Astronomy, 2008), hlm.3.

1. The researcher came to the school and asked the permission to the principle of SMPN 1 Kotabunan by giving the permission letter from University.

2. The researcher met the English teacher and discussed all things about the research such as the lesson plan, and other instruments that required when the researcher applied the learning process.

3. The researcher started by going to the class and introduces researcher's self to students, and took the pre-test.

4. The researcher was doing the teaching process by applying the Snowball Throwing Technique in class. In this process, the researcher implemented the phases of action research as follows :

   a. Planning

      This was a first phase before starting the action. It started by designing the lesson plan, preparing the observation checklist, the students' attendance, and other tools to take the photos as documentation.

   b. Acting

      It started when the researcher taught the lesson by applying the Snowball throwing technique in class.

   c. Observing

      The researcher was conducting an observation to know the student's activities, attitudes, behave when the Snowball Throwing

Technique applied. it was doing by researcher with having field note and the collaborator observed by taking the observation checklist.

d. Reflecting

The researcher conducted this phase as reflection to know the lack from implementation that had been applied per meeting in each cycles, it would stop when the improvement happened.

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the School

The data of SMPN 1 Kotabunan

Name of school	: SMP Negeri 1 Kotabunan
NPSN	: 40100282
Status	: Public
Acreditation	: A
The birth of established	: 01-07-2001
The birth of operational	: 03-10-2003
Address	: Karya Murni Street Buyat Village
Sub-district	: Kotabunan
Regency	: East Bolaang Mongondow
Province	: North Sulawesi
Fax	: (0431) 31747
E-mail	**:** smpn1kotabunan@gmail.com
The surface area	: 5525 M2
Curriculum	: Curriculum 2013[1]

It is a grant area by Karya Murni Foundation to the government for building school, and it was adjoining by four borderline areas, those were east side adjoined with coconut estate of Hi. G.G.Modeong, south side

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[1] http://dapo.dikdasmen.kendikbud.go.id (accessed on 06th December 2019, 10.00 a.m).

and west side was contiguous with coconut estate of S.I.Paputungan, and the north side was contiguous with street. But, now the coconut field becomes to houses of the citizenry.

SMPN 1 Kotabunan was named SMP Karya Murni, then it turned into SMPN 4 Kotabunan in 2005. It was turned its name again be SMPN 1 Kotabunan in 2014. Additionally, the principle of the school switched four times as well as its name. *First,* the school led by the head of Karya Murni Foundation that named W.CH.Paputungan. *Secondly,* it led by Ismail Janu, M.Pd (2005-2010). *Thirdly*, the school led by Salma Pakaya, S.Pd (2011-2015). And t*he last* it is leading by Masni Modeong, A.M.Pd (2016-Now).

1. Vision

To create students who are intelligent, educated, cultured, national minded, that based on morality and ethics.

2. Mission

 a. To Carry out religious activity regularly according to their teaching religion that adhered to.

 b. To improve order and discipline.

 c. To implement guidance and learning effectively through innovation activities/ renewal learning.[2]

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[2] *SMPN 1 Kotabunan documents*

B. Findings

The researcher carried out this research by using classroom action research, and its aim was to find out the improvement of students' speaking skill through Snowball throwing technique or not. The subject of this researcher was the seventh grade class B at SMPN 1 Kotabunan, and the class involved by 31 students that consists of 21 girls and 10 boys. Furthermore, the researcher collected the data by doing observation and giving test in each cycle, and the cycle divided in two cycles to attain students' improvement in speaking skill.

Each cycle had four stages; those were planning, action, observation, and reflection. Furthermore, the researcher gave the pre-test before applying the treatment, and it carried out on Wednesday 12th September 2019. This test purposed to measure students' speaking skill and to know students' speaking level that required improving. The researcher was taking the pre-test by asking students to introduce their self-one by one in front of the class.

It showed that the students' score from pre-test were 5 students only passed the test, 20 students were failed. At this time, 6 students missed the class. It can be seen on this following table:

Table 4.1
Students' Score in Pre-test

No.	Name	Students' Score in pre-test
1.	QNL	69
2.	AL	62
3.	AM	30
4.	LL	65
5.	NG	45
6.	AP	30
7.	WM	30
8.	AL	30
9.	DS	30
10.	FG	30
11.	NM	30
12.	AA	30
13.	STFP	48
14.	AAM	45
15.	AGM	30
16.	RM	30
17.	RNP	41
18.	OB	30
19.	AS	30
20.	MAAL	65
21.	MAM	66

22.	RB	40
23.	SL	30
24.	NP	30
25.	DP	30
TOTAL		**996**
MEAN		**39.84**

The next table described the distribution percentage of students result in pre-test, and it follows the table below:

Table 4.2
The distribution percentage of students' result in pre-test

Score	Tally	F	F%	CF	CF%
30-35	**IIIII IIIII IIIII**	15	60%	15	60%
36-40	**I**	1	4%	16	64%
41-45	**III**	3	12%	19	76%
46-50	**I**	1	4%	20	80%
51-55	**0**	0	0	0	0
56-60	**0**	0	0	0	0
61-65	**III**	3	12%	23	92%
66-70	**II**	2	8%	25	100%
71-75	**0**	0	0	0	0
76-80	**0**	0	0	0	0
81-85	**0**	0	0	0	0
86-90	**0**	0	0	0	0

91-95	**0**	0	0	0	0
96-100	**0**	0	0	0	0
TOTAL		25	100%		

The table 4.2 showed that students who had score between 30 to 45 was 15 students that present as 60%, then students who reached score between 36 to 40 was 1 student only who stood with 4%. Similarly, students who got score 46 to 50 was 1 student that considered with 4%. Furthermore, students who attained score between 61 to 65 were 3 students who referred as 12%, and the last students who got score between 66 to 70 were 2 students which is describe as 8%. According to the students table score on page 38, the students passed standard score were 4 students with average percentage 12%. It was the lowest then researcher expected before. It can be explained more by the following figure below:

Figure 4.1
Students' result in pre-test
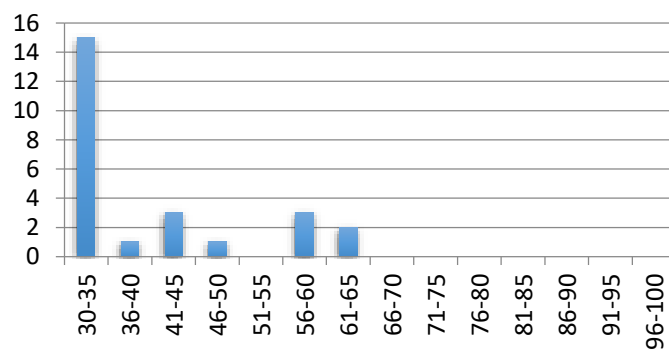
In this study, the researcher prepared the learning schedule before starting the cycle 1, and it was following the table below:

Table 4.3
The Learning Schedules

Date	Time	Stages
Thursday, 12th September 2019	11.10 – 12.30 a.m.	Pre-test
Wednesday, 18th September 2019	09.15 – 10.30 a.m.	Cycle I / First Meeting
Thursday, 19th September 2019	11.10 – 12.30 a.m.	Cycle I / Second Meeting
Wednesday, 25th September 2019	09.15 – 10.30 a.m.	Cycle I / Third Meeting
Thursday, 26th September 2019	11.10 – 12.30 a.m.	Post-test Cycle 1
Wednesday, 09th October 2019	09.15 – 10.30 a.m.	Cycle 2 / First Meeting
Thursday, 10th October 2019	11.10 – 12.30 a.m.	Cycle 2 / Second Meeting
Wednesday, 16th October 2019	09.15 – 10.30 a.m.	Cycle 2 / Third Meeting
Thursday, 17th October 2019	11.10 – 12.30 a.m.	Post-test Cycle 2

1. Cycle 1

The Researcher divided this cycle 1 in three meetings. The researcher started the cycle on Wednesday 18th September 2019,

Thursday 19th September 2019, and Wednesday 25th September 2019.
The researcher carried out this cycle by applying classroom action
research through four of its phases, those were planning to plan anything
requirement before the learning process, then action was the process of
learning when the researcher implemented the snowball throwing
technique into the class, then the observation was the researcher and the
observer were carrying out during the learning process happened till the
class closed, and reflection was taking after the action to know the
weakness and strength when applying the technique, and Those were
conducting as following phases below:

a. Planning

1) First Meeting

As the first meeting, the researcher prepared and managed the all
of instruments such as the lesson plan, the English book, Students
attendance list, and the observation checklist. Then, the topic of this
meeting discussed about how to introduce self. It was an introduction
self about introducing their name and address, and the basic
competence that was to identify social function, structures, and the
elements of speech of spoken and written interaction-transaction that
involved with the action for giving and asking identity in the simple
and short way which agree with its context, then the text book that the
researcher used was an English Rings a Bell SMP/MTs VII Curriculum
2013 Revise 2017. Then, the researcher prepared the observation

checklist to the collaborator (see on the appendix). Furthermore, the researcher found 2 students were absent the class and the students attended the class were 29 students. This time the researcher planned to conduct the snowball throwing technique by using the papers to be a ball.

2) Second meeting

The researcher conducted this phase dissemble as the previous meeting. Then, the lesson plan of this meeting was having the same basic competence as the first one, but it discussed different topic that was favorite things by using the text book as before (see on the appendix). Moreover, the researcher designed the rule of the learning process as games such as reward and punishment to make students were not bored.

3) Third meeting

At the last meeting of cycle 1, the researcher conducted this phase as the meetings before such as prepared the lesson plan, the observation checklist, students' attendance. Furthermore, the basic competence of the lesson dissemble with the meetings before that was to identify social function, structures, and the elements of speech of spoken and written interaction-transaction that involved with the action for giving and asking identity in the simple and short way which agree with its context (see on the appendix), and the text book was same as the text book of previous meetings. Then, to make sure students understand

with the material from the first and the last meeting of this cycle, the researcher prepared the copied material that would be given at the end of the class (see on the appendix).

b. Action

1) Pre-teaching

In this situation, the researcher greeted to come to the class. The researcher started the class by praying together, and checked the students' attendance list. In this case, depends on the students attendance for the first meeting the researcher found 2 students were absent the class and 29 student were attended, then in second meeting was 1 student only absent and 30 students were attended the class, and the last meeting was 4 students missed the class than 1 students was played hooky and the rest of them that was 26 students attended the learning process. Meanwhile, to create friendly situation the researcher used to ask the shortly questions such as *how are you today?* or *do you have breakfast this morning?* Generally, the researcher explained the topic of each meeting based on the lesson plan and told its basic competence which was to identify social function, structures, and the elements of speech of spoken and written interaction-transaction that involved with the action for giving and asking identity in the simple and short way which agree with its context, and its standard competency that focused on speaking. Then, the researcher described the rule of implemented the snowball throwing techniques to students.

2) Whilst-teaching

a). First meeting

The researcher carried out this meeting on Wednesday 18th September 2019, and it started to implement the snowball throwing technique by asking students to make a small group to count from 1 to 5. In fact, the researcher should ask the students to count twice because some students seemed confused and did not pay attention the ordered. The rule was the students should gather with the ones who have the same number.

Furthermore, all students had been their own group from group 1 – group 5. Then, the researcher asked students sit with their own group, and the researcher spread out the blank paper to students by asking each leader of the group to come in front of the class and take the blank paper that researcher had been prepared before. The researcher told the function of the paper that had given, and the researcher ordered the students to choose one expression of the topic that was asking name or address then wrote it on the paper. After explaining the rule of snowball throwing to students, the researcher collected the papers back then made the ball from the those papers.

Moreover, the researcher started the technique by throwing the ball to students randomly, and student who caught the ball should answer the question that has been written on the ball and so on. The students were excited when applying the technique because they never

carried out this technique before. Suddenly, the students were under controlled because they were getting scream when they tried to throwing up the ball, and the researcher stopped the learning process immediately. The researcher asked students to be cooperating to not scream. In fact, around 5 students did the technique well as the instruction, but some students cannot be able answer the question during applying the technique as well as the rule.

b). Second meeting

It was taking on Thursday 19th September 2019. The lesson of this meeting was the same as before, it discussed about "introduction", but it was about *Favorite Things*. This topic related with hobby, favorite color, and favorite food, and then the implementation of the technique similar with the first one such as the researcher was writing the topic on the white board and asked students to making a small group.

Additionally, the researcher ordered students for sitting properly into their own group and giving space between each group before starting the snowball throwing technique, and at this time the group who caught the ball first was group 1. After that, every student tried to catch the ball for having point because they did not want to get punishment, it seemed funny when they tried to be the first to catch the ball. Yet, there some students were keep having mistaken during applying the technique such as students did not answer the question as

the rule. At the end of the learning process, the failed group was group 5 and the winner was group 2. It was because they were faster and correctly in answer, then The punishment was sing a song at the end of the class.

c). Third meeting

This meeting conducted on Wednesday 25th September 2019, and it was the last meeting of this cycle. The researcher usually described the topic that was about *Introduce Family Member,* then the researcher wrote it on the white board. Moreover, during the technique applied there two of the members from group 5 and 4 cannot answer the question orderly. Meanwhile, the groups who have equal points were group 5 and 4, and the researcher asked them to battle by asking the question one another. Furthermore, the failed was group 4. Yet, at this meeting was not punishment section because the next lesson would begin. The researcher should conclude the lesson before the class end.

3) Post-teaching

a). First meeting

The researcher was having back the ball, and to spend the rest of the time the researcher asked students by using the same question for students were having mistaken in speaking when they implemented the technique. Then, it was only 5 minutes left for concluding the lesson and the researcher closed the class by saying *salaam* to students.

b). Second meeting

At this time, the researcher used to do quiz by asking the questions that related with the topic, and it aimed to ensure students can be able to apply what they had learnt before on their speaking. As closing of the meeting, the researcher concluded the lesson and gave homework to students.

c). Third meeting

This was the last meeting of cycle 1.The researcher summarized of the lesson and asked students to collect the homework. Then, the researcher gave the copied of the lesson from the first meeting to the last one.

After applying the technique in cycle 1, the researcher planned to carry out the post-test which conducted on 26th September 2019. Yet, not all of students participated when the researcher carried out the test because only 25 students were attended the class. Before starting the test, the researcher conveyed the rule of the test which was going to be like an interview and the questions related with the topic that students had learnt. Then, the researcher asked students to put chair in front of researchers' table, and the researcher started the test by calling the students name one by one. Furthermore, the researcher prepared the instruments such as student's attendance, student's scoring table and the questions for students writing test. After the interviewing, the researcher gave the paper which consisted of ten questions that

students should fill. The students' score can be seen on this following

table:

Table 4.4

Students' score in cycle 1

No.	Name	Standard Score	Post-test score in cycle 1	Passed	Failed
1.	QNL	65	93	√	
2.	AL	65	89	√	
3.	AM	65	71,5	√	
4.	LL	65	90	√	
5.	NG	65	70	√	
6.	AP	65	65,5	√	
7.	WM	65	54		√
8.	AAP	65	61,5		√
9.	AL	65	42,5		√
10.	DS	65	44		√
11.	FG	65	43		√
12.	AA	65	65	√	
13.	STFP	65	68	√	
14.	AAM	65	65	√	
15.	AGM	65	34		√
16.	RM	65	43		√
17.	RNP	65	65	√	
18.	AS	65	58,5		√

19.	MAAL	65	76,5	√	
20.	MAM	65	89	√	
21.	RB	65	65	√	
22.	SL	65	43		√
23.	NP	65	55		√
24.	AM	65	46		√
25.	DP	65	35		√
TOTAL			1532	13	12
MEAN			61,28		

Based on the table 4.4, the researcher listed the distribution percentage of students' score cycle 1 as followings table below:

Table 4.5

Students' result percentage in cycle 1

Score	Tally	F	F%	CF	CF%
30-35	II	2	8%	2	8%
36-40	0	0	0	0	0
41-45	IIIII	5	20%	7	28%
46-50	I	1	4%	8	32%
51-55	II	2	8%	10	40%
56-60	I	1	4%	11	44%
61-65	IIIII I	6	24%	17	68%
66-70	II	2	8%	19	76%
71-75	I	1	4%	20	80%

76-80	I	1	4%	21	84%
81-85	0	0	0	0	0
86-90	III	3	12%	24	96%
91-95	I	1	4%	25	100%
96-100	0	0	0	0	0
TOTAL		25	100%		

According to table 4.5 can be seen that the highest percentage of students' score was 24% that reached score between 61 to 65 who referred by 6 students. Then, respectively the lowest percentage of students' score who considered by 1 student only that placed as 4% placed score between 46 to 50, 56 to 60, 71 to 75, 76 to 80, and 91 to 95. Furthermore, second highest percentage of students' score was 20% which attain the score 41 to 45 that was 5 students. Then, the students who got 8% that referred by 2 students respectively occupied to score 30 to 35, 51 to 55 and 66 to 70. The last the students who succeed got the score between 86 to 90 were 3 students that considered as 12%. As the description above, it indicated there was good achievement in cycle 1. Moreover, to show that there was improvement of students' speaking skill between pre-test and post-test in cycle 1, the researcher presented the comparison of them. It is shown in following figure:

Figure 4.2
The comparison of students result between pre-
test and post-test
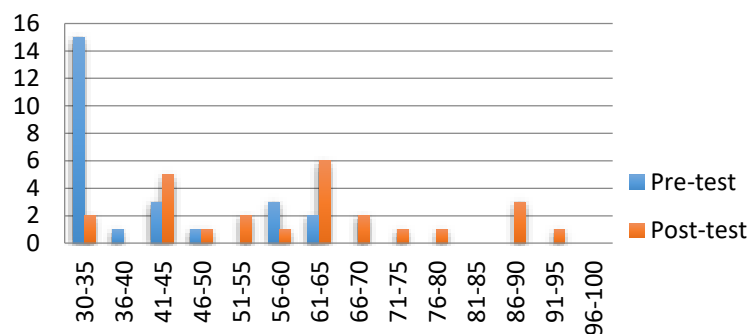
Depends on the figure 4.4, the highest score in pre-test was 69 then in post-test was 93, and the lowest score was 30 in pre-test then in post-test was 34.

c. Observation

1) First meeting

The researcher conducted this phase to observe students' attitude during the learning process. At the first time, the researcher explained the topic, and students were pay attention. Yet, they were not fully understood to carry out the snowball throwing technique. For instance, when the researcher asked them to make a small group by counting 1 to 5 they were confused because this was the first time they applied the snowball throwing technique. In fact, the learning process did not happen as the researcher expected, it was because some students did not know what could they do after catching the ball. At the time, the

class begun uncontrolled by the noisy of students, and it was a one of problem that the researcher faced about control class.

Furthermore, the researcher found student's ability for speaking was about 5 students that already speak correctly and grammatically, then 3 of the students cannot even speak and the rest of them were good in pronunciation but bad in grammar or contrary. Then, 2 students were absent the class, and 29 students were attended the class.

2) Second meeting

As the second meeting, the students were getting better in applying the snowball throwing technique. This time, almost all of students attended the class because only 1 student was absent the class than the previous one. The researcher needed much energy to control them all. Meanwhile, two of students who missed the class in first meeting seemed confused when they implemented the technique. The researcher found 8 students can be able to speak correctly, responsively and grammatically, whereas the rest of them half to half which means they were good in grammar but bad in pronunciation or contrary.

Moreover, the obstacle that researcher had been through was the written of the ball. It was because some of the students were consciously wrote the question with small written in order when the other student caught the ball they cannot be able to read it. Additionally, 4 students have been understood how to be correctly in answer and to be quickly in response. For instance, when they were having a question

like *what are your hobby/hobbies?* they know how to differentiate such as *hobby* in singular thing than *hobbies* in the plural one.

3) Third meeting

At the last meeting, the students were quietly good to pay attention with the lesson and carried out the instruction from the researcher. Despite, the noisy during the activity still happened because they all were excited to be the first to get the point by catching the ball. Indeed, the researcher should interrupt the learning process when the students implemented the technique to control the noisy. Then, the other problem was several students who did not practice their speaking well when they applied the technique by asking the question to other. Furthermore, the researcher found about 14 students who can be responsively and correctly in answer, while the rest were still with same capable as before. There were 4 students who absent, and 1 student missed the class consciously.

d. Reflection

1) First meeting

The researcher found some difficulties to control the class when applying the snowball throwing technique caused students was going to be noisy in order the researcher should make students focus on the learning purpose that was speaking. It means the researcher should find a way to make students less noisy when applying the technique.

At the end of the class, the researcher asked again the question to students who looked were not good when doing the technique. Furthermore, the researcher should make a rule to build a funny atmosphere in class in order the students could not bored with the class.

2) Second meeting

This meeting, the students started understood how to implement the snowball throwing. However, some students who cannot speak or poorly in speaking, but they were pay attention when the researcher explained the lesson. The researcher found the lack of these students caused they did not interest with English, the students attendance in class. In other words, for the next meeting the researcher should make the learning process amusement to catch students interest caused it impacted of students learning. Moreover, the noisy still happened when students applied the snowball throwing technique.

3) Third meeting

In this last meeting, the students seemed reach the improvement caused about 14 students speak as the researcher expected that such as responsible, grammatically, and correctly in speaking. However, the rest were still low in speaking, but they looked enjoy when applying the technique and trying to be good. While, the noisy never end during students implemented the technique. It means that for next meeting the researcher should focus in control the class.

2. Cycle 2

The researcher carried out this cycle to reforming the weakness from cycle 1 and to achieve the improvement of students speaking skill as the aim of this research. This cycle intended to affirm students' courage in speaking than before, to reinforce student's comprehending in English specially in speaking by implementing the snowball throwing technique. Furthermore, the researcher accomplished this cycle in three meetings as the previous cycle and its steps were similar with the first one such as having planning, action, observation and reflection. This time, the researcher remained to utilize the snowball throwing technique in teaching speaking, but the researcher planned to change the tool of the ball for this cycle 2. It started on Wednesday 09th October 2019, Thursday 10th October 2019, and Wednesday 16th October 2019.

a. Planning

1) First meeting

At this meeting, the researcher designed new style in applying the snowball throwing technique by using plastic ball. Furthermore, for others instruments the researcher used as the previous one such as the lesson plan, students' attendance list, observation checklist, and the text book. Moreover, the basic competence of this meeting was different then before that was to identify social function, structures, and the element of speech, interaction-transaction text of spoken and written in which involves the action for giving and asking about days, months,

and time in the simple and short way that agree with its context, but it still focused on in students speaking.

2) Second meeting

As the second meeting of cycle 2, the researcher planned to use attractive ball by using the bigger one then before in order to make students feel comfort with the lesson. Then, the researcher prepared others instruments as before. Furthermore, the topic of today was different than first meeting, it was an about telling time with its activity by using *past*, and the basic competence dissemble like the previous meeting (see on the appendix).

3) Third meeting

For having enjoyable atmosphere in teaching of this cycle 2, the researcher decided to change the ball to biggest one by using emoticon ball. Then, the lesson plan of this meeting was discussing different topic that was telling time by used *to* and its activity (see on the appendix). Moreover, the researcher provided the instruments for learning process such as the students' attendance, the text book, the ball as tool for learning, and the pieces of papers for students writing down the question, the observation checklist, and the lesson plan as the prominent instrument in every meeting.

b. Action

1) Pre-teaching

The researcher started the class as the previous meetings such as greeting to the students and prays together, to check students' attendance. Moreover, the researcher announced the result of post test in cycle 1, it was purpose to make students attention about what they had reached and to give them motivation to be better. Then, the researcher conveyed the aimed of the topic of this meeting and wrote it on the white board. The researcher asked a short question which relates with the topic as the step for attracting student's attention to the learning.

2) Whilst-teaching

a). First meeting

The researcher accomplished this meeting on Wednesday 09th October 2019. Then, the researcher described the lesson to students and asked them to make a small group. At this time, the researcher carried out the learning process with using snowball throwing technique with different way than before. The researcher used the plastic ball to attractive students and used different rule to make students were not bored. The rule of this learning was using the piece of blank papers, then it would spread out to each group and they have to write down their own question on it. After writing the question, they rolled the paper and put it on the plastic bowl that the researcher had

prepared. It was like a lottery game by using a ball, then student caught the ball she/he should draw a paper and answer the question with correct answer.

Furthermore, the researcher threw the ball randomly to students, and the one who caught the ball would come in front of the class to take the question, then she/he throw the ball to other after answer the question. The topic at the time was telling time with its activity by using *o'clock.* Moreover, in this meeting the researcher found the students implement the technique well even though there several students were not good in speaking like answer the questions, but they looked happy when throwing the ball. The group finished the technique first was group 2, and the lose group was a group 5 because they were mostly boys who always doing wrong in answer. Although, the researcher scared the students with punishment for the troublemaker, but the class was keep noisy when the students implemented the technique.

a) Second meeting

This second meeting carried out on Thursday 10th October 2019. The researcher implemented the technique as the first meeting of this cycle 2. Before going to next learning process, the researcher asked students to collect their homework. Then, the learning process committed by the researcher as the previous meeting such as describe

the lesson and write on the white board, order the students to make a small group, and apply the snowball throwing technique.

Moreover, at this time the researcher discovered one student was missed the class consciously, and three students were absent. During implementation the technique, the researcher found several students were bad in answer the question such as having bad grammar or unspoken. Then, the winner was group 2, and the lose was group 6.

b) Third meeting

The researcher conducted the last meeting of this cycle on Wednesday 16th October 2019. The researcher used to commence the learning process by asking students to make a small group first then apply the snowball throwing technique. This time almost all students attended the class, the researcher should prepare much energy in ordering the students when they applied the technique. According to students' attendance, 1 student was played hooky and another one was absent the class because of feeling sick. Furthermore, the students implemented the technique better as well as the order, but several students kept having problem in speaking such as having incorrect answer, bad grammar and pronunciation, even unable to speak when having the question. Those were the same students who were luck in cycle 1. While, this time was not punishment time for the lose group because it was only 15 minutes left for closing the class.

3) Post-teaching

a). First meeting

After implementing the technique, the researcher concluded the lesson of today and gave students homework by asking them to interview three of their classmate use the expressions and write it down on one paper. Then, the researcher used to ask students to rearrange the chairs as well as the first. After ensuring all the chairs and class were great, the researcher closed the class by saying *Salam* to students.

b). Second meeting

The process of post teaching was similar with the previous meeting such as the researcher ordered students to rearrange the chair as well as the first, to make students sit to their own chair and closed the class by taking pray together and saying *Salam*. But, there were much times left, the researcher applied the pop quiz by asking the question to students randomly. The researcher mostly asked to students were bad when implemented the technique as a reinforcement way to them.

c). Third meeting

As the last meeting of the cycle 2, the researcher summarized the entire lesson from the first meeting of cycle 1 to the last meeting of

cycle2. Then, the researcher closed the class by praying together and saying *Salam* to students. The researcher asked the students rearrange the chairs and informed to students about the post-test to next day.

Moreover, the next day the researcher was carrying out the post-test for analyzing students' improvement of the teaching and learning process of cycle 2, and the date was on 17th October 2019. The post-test was similarly designed as cycle 1 to measure students' speaking skill improvement toward after applying the snowball throwing technique. The style of the test was like with the previous one that was an interview. Furthermore, at this time the amount of students attended the class were 25 students, and the students who absent were 6 students. The researcher obtained the data of students' result; it showed as following table below:

Table 4.6

Student's score in cycle 2

No.	Name	Standard Score	Post-test score in cycle 1	Passed	Failed
1.	QNL	65	97	√	
2.	AL	65	93	√	
3.	AM	65	65	√	
4.	LL	65	88	√	
5.	NG	65	76	√	
6.	AP	65	65	√	

No.	Name				
7.	ML	65	65	√	
8.	WM	65	65	√	
9.	AAP	65	65	√	
10.	FAM	65	65	√	
11.	AL	65	65	√	
12.	AL	65	65	√	
13.	FG	65	65	√	
14.	AA	65	65	√	
15.	STFP	65	82	√	
16.	AAM	65	72	√	
17.	AGM	65	65	√	
18.	RNP	65	76	√	
19.	AS	65	68	√	
20.	MAAL	65	82	√	
21.	MAM	65	90	√	
22.	RB	65	70	√	
23.	SL	65	65	√	
24.	NP	65	65	√	
25.	DP	65	65	√	
TOTAL			**1802**	25	
MEAN			**72,16**		

Based on table 4.6 it can be analyzed was following the table below:

Table 4.7
Students' Result Percentage in cycle 2

Score	Tally	F	F%	CF	CF%
30-35	**0**	0	0	0	0
36-40	**0**	0	0	0	0
41-45	**0**	0	0	0	0
46-50	**0**	0	0	0	0
51-55	**0**	0	0	0	0
56-60	**0**	0	0	0	0
61-65	**IIIII IIIII IIII**	14	56%	14	56%
66-70	**II**	2	8%	16	64%
71-75	**I**	1	4%	17	68%
76-80	**II**	2	8%	19	76%
81-85	**II**	2	8%	21	84%
86-90	**II**	2	8%	23	92%
91-95	**I**	1	4%	24	96%
96-100	**I**	1	4%	25	100%
TOTAL		25	100%		

Depends on the table above, it showed that students who present with 14% were attained score between 61 to 65. Then, students who got score from 66 to 70, 76 to 80, 81 to 85, and 86 to 90 were having dissemble percentage that is 8% which referred by 2 students respectively. Moreover, students reached score from 71 to 75, 91 to

95, and 96 to 100 placed by 1 student who present with 4%. In conclusion, it was increasingly that happened of the cycle 2, and it indicated that students had the improvement on their speaking this time. Hence, to ensure the improvement of students speaking skill through snowball throwing can be seen the comparison between post-cycle 1 and post-test in cycle 2, it is presented on this following figure below:

Figure 4.3
The comparison of students' result
between post-test in cycle 1 and cycle 2
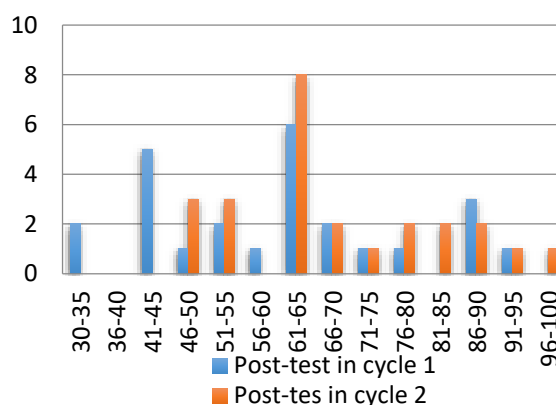
Accordingly, the figure above, the students who attained the higher score in cycle 1 was placed in score between 91 to 95 which was 93, and then in cycle 2 the highest score was between 96 to 100 that was 97. Moreover, the lower score in cycle 1 was between score 30 to 35 that were 30, but in cycle 2 the lower score that considered the standard score was 65.

c. Observation

1) First meeting

The researcher conducted this phase to continue observing students' attitude during the learning process, students' participation and students' activity. In this meeting, students absent the class were 3 students, then the rest were attended. Generally, they greeted when the researcher come, they listened and pay attention when the researcher checked the attendance list. Moreover, during the learning process when the researcher was carrying out the snowball throwing technique, the students were more excited because the researcher used small plastic ball this time. Then, in middle of the learning process the students started noisy and the researcher interrupted the learning process and reminded the students to not be noisy or it was a punishment for ones who shouting loud. In fact, the researcher found their students were doing mistake in answering the question. It was because they always missed the class, and they did not have an effort to learning English. Moreover, there 10 students could speak as well as the topic.

2) Second meeting

In this second meeting, 4 students were absent the class. While, the researcher discovered the noisiness as before when students conducted the technique in catching the ball. Moreover, the students' attitude was quietly same like the first meeting where they used to greet

and sit appropriately when the researcher come and pay attention when the researcher described the lesson. Yet, at this time 4 students were having the same mistake in speaking such as having bad grammar and pronunciation.

3) Third meeting

In this meeting, the researcher accomplished as before such as came to the class, greeted to students and checked their attendances' list and describe the lesson. According to students' attendance, the researcher found 2 students were absent, 1 student was played hooky then the other one was sick. While, the students react used to like the previous meetings such as they greet to the researcher, sit orderly in their own chair, and pay attention during the researcher describe. But, the weakness when the researcher conducted the learning process was no students were brave to give feedback about the lesson such as question. In addition, this meeting the researcher found were about 6 students who better in speaking like having good grammar and having clear pronunciation when answer the question. Then, about 9 students were getting improve such as they know how to arrange the sentence in correct grammar even though they were not fluently but they had courage to speak out. The rest tried to be good in speaking like to build up their confidence in answering the questions.

d. Reflection

1) First meeting

Based on the previous meetings in cycle 1, the reflection of this meeting was how to keep students enjoy and discipline when carrying out the snowball throwing technique, and to train students who did not pass the standard score of post-test in cycle 1. Furthermore, in building up their courage in speaking the researcher asked the questions to students. Meanwhile, for students used to had mistaken in speaking English by having little conversation with them such as greeting and asking a short question to them. It aimed to train them in speaking from short conversation. At this meeting, about 10 students were quietly confident in speaking that impacted them such as fluently and good pronunciation. Then, the researcher should be wisely and patiently to make students discipline in implementing the technique.

2) Second meeting

In this second meeting, the researcher used the big ball than before to attract students' attention, and to make students discipline during the snowball throwing process the researcher used the punishment to them. The punishment was cleaning the class when the class over. Yet, to students were having mistaken in speaking the researcher used to doing thing as before like having conversation with them or at the end of the class the researcher utilized the quiz by asking again the questions on purpose to train student's speaking by having direct questions.

3) Third meeting

At the end of this cycle, similarly with the previous meetings the researcher considered the students' discipline and attention when applying the snowball throwing technique like how to control the class and time arrangement. In fact, this time the students were having lack can be achieved their speaking skill as the researcher's purpose that was to improve students' speaking skill. At the last, the researcher was grateful to conduct this last meeting.

C. Discussion

The researcher collected the quantitative data in pre-test and post-test. In this case, the researcher carried out the pre-test to measure students speaking skill before implementing the snowball throwing technique and to know the students' achievement toward a cycle. The researcher calculated the data with this following formula by Hatch and Hossein:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{996}{25}$$

$$M = 39.84$$

According to formula above, M means score in pre-test that was 39.84. It showed that the students speaking skill was low before cycle 1. Similarly, the students who passed the standard score was 4 students, and it was calculated through this following formula by Anas Sudijono:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{4}{25} \text{ x } 100 \text{ \%}$$

$$P = 16\%$$

In cycle 1, the students have learned how to speak correctly by applying snowball throwing technique, and it can be explained by the percentage of students' improvement. Moreover, from the data calculation of the mean score and its improvement showed only 13 students were passed the standard score. It can be seen as following formula below:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1532}{25}$$

$$M = 61.28$$

And

$$P = \frac{y1-y}{y} \text{ x } 100 \text{ \%}$$

$$P = \frac{61.28-39.84}{39.84} \text{ x } 100 \text{ \%}$$

$$P = \frac{21.44}{39.84} \text{ x } 100 \text{ \%}$$

$$P = 53.81\%$$

Depends on the previous formula showed difference result from pre-test and post-test in cycle 1 that was 21.44. Then, the mean score from post-test in cycle 1 clarified that there was improvement, then percentage of students passed the standard score counted in the same formula as the pre-test, it showed as follows:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{13}{25} \text{ x } 100 \text{ \%}$$

$$P = 52\%$$

Based on the calculation of the data, it presents that the percentage $52\% \geq 16\%$. It can be described that students reached their speaking improvement in cycle 1. Whereas, not all students passed the standard score as expected, then the researcher decided to carry out the second cycle. The researcher conducted cycle 2 for better result rather than cycle 1 and its proved by this following calculations below:

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1804}{25}$$

$$M = 72.16$$

And

$$P = \frac{y2-y}{y} \text{ x } 100 \text{ \%}$$

$$P = \frac{72.16 - 39.84}{39.84} \text{ x } 100 \text{ \%}$$

$$P = \frac{32.32}{39.84} \text{ x } 100 \text{ \%}$$

$$P = 81.124\%$$

The calculation above showed that was a quarrel score 32.32 between pre-test to post-test in cycle 2, and the students reached the standard score through the computation of mean score. However, the number of students passed the standard score in cycle 2 calculated by the following this formula below:

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

$$P = \frac{25}{25} \text{ x } 100 \text{ \%}$$

$$P = 100\%$$

At the final computation from pre-test to post-test cycle 1 to post-test cycle 2 were having the mean score of students speaking skill through

snowball throwing technique was 39.84, in post-test in cycle 1 was 61.28, and the post-test cycle 2 was 72.16.

Furthermore, the things that about qualitative data such as observation instruments, field note and all documents of this research can be seen on the appendices of this research. Moreover, in cycle 1 the observation was clarified that students did not fully proper in speaking as expected, but the researcher ensured to build up the atmosphere in English class as first step to make students enjoyable with the learning process and the lesson in order they can be speak confident event though it was only one short sentence. During the learning process when students implemented the snowball throwing technique, the researcher found some doubtless answer such as "*umm*" or "*ee*" when answering the question, it might be common caused it was the first time for them to practice their English in speaking. But, the researcher purposed to make student responsible in speaking which means answer or speak without doubt in simple conversation.

In cycle 2, the researcher aimed to fix the students who did not pass the standard score in post-test in cycle 1, and to make students who passed in previous cycle be better in their speaking. At this cycle, the students showed a good result in their speaking then before like they could speak well in one part of speaking such as having correct grammar in answering the questions or good pronunciation even though they were not really fluent. For instance, when students had questions like "*what*

time do wake up?'' they knew how to answer correctly or students answer *I at 07.00 wake up* with good pronunciation. Yet, the researcher discovered there several students who were having mistaken in speaking skills such as having bad grammar and pronunciation, but the researcher attempted to solve those problems by starting conversation to them in break time. Moreover, the researcher tried to make students interesting with the lesson by using three different balls in every meeting or applying games through the technique, and explained the lesson patiently. Additionally, it has been helped students to practice the basic level for their speaking by applying snowball throwing technique when they were asking and answer the short question in learning process, it could be good step for the beginner like them. The researcher realized that every student has their own process for speaking English well.

Based on the findings and discussion, the researcher concluded that through snowball throwing technique could improve students speaking skill by taking classroom action research in two cycles. Furthermore, according to the result of students speaking test in post-test in cycle 1 and cycle 2, it helped to improve students speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTTION

A. Conclusions

The research has finished in conducting this research at SMPN 1 Kotabunan to Seventh Grade in academic year 2019/2020 with title improving students' speaking through snowball throwing technique. According to the result of this research, the researcher concluded them as follows:

1. When the researcher conducted cycle 1 up to cycle 2, it helps to improve students' speaking skill by having good pronunciation and good grammar. It showed from the percentage of students' improvement when taking pre-test was 12% that referred by 4 students passed the standard score. Then, in post-test of cycle 1 the percentage of students' improvement was 52% stated by 13 of 25 students who passed the standard score. In addition, in post-test of cycle 2 showed that the percentage of students' improvement has risen by 100% with 25 students passed the standard score in test. It indicates that the snowball throwing technique is effective to improve students speaking skill such as having good pronunciation and grammar. Furthermore, the quarrel of mean score in each test proved the improvement of students speaking skill through snowball throwing technique such as the pre-test and post-test in cycle 1 that was 21.44 then the quarrel of mean score between pre-test and post-test in cycle 2 has raised which was 32.32.

2. In implementing snowball throwing technique in class could make students improve their speaking by doing it, the teacher could not waste the time by pointing the students to speak one by one in front of the class. It was because when they applied the technique the student who catch the ball should answer the question on the ball, and it could practice their speaking from a short question. Then, by doing the technique it would bring fun atmosphere in class where the students could not feel doubt or afraid with English like they used to feel, because it would make the learning activity more fun like games. The students could participate with the lesson by a simple way such as throwing the ball to each other and answering the questions. Meanwhile, the teacher could apply some rules such as applying different ball in every meeting or applying punishment and reward section for making students more excited with the learning process.

B. Suggestions

Based on the results of this research, the researcher determines some suggestions as following below:

1. The students

Speaking is one of the macro skills of English that students have to be mastered. Then, according to the observation that the students seemed afraid when the researcher ordered them to speak in English or asking a question by using English caused they did not know how to answer or speak English. The researcher recommended that teacher should give

them list of the vocabulary of word which related with the lesson in every meeting, then train students how to pronounce it correctly, and practice students to use the expression that they had learnt by simulation, role play or any technique for speaking skill. Meanwhile, the students will accustom in speaking English.

2. The teachers

The researcher wonders that this research could be a recommendation for teacher to enhance their teaching strategies or technique in speaking class in order to increase students' excitement in learning English. Moreover, the teachers can apply warm activity before starting the learning process to make students feel comfy or excited in the class when implementing the learning process in order the students can be more interested with the lesson.

3. The future researchers

The researcher knows that there are many techniques to improve students' speaking skill, and there lot of cases in speaking skill which can be analyzed. May this research will be useful for others such as early information or reference for other researcher who will concentrate in speaking or in teaching strategy about the snowball throwing technique in further. Then, may all the problems that researcher had written of this thesis will be inspired for the next generations of English Department (TBI) in writing theirs.

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APPENDICES

SURAT KETERANGAN PENELITIAN
NO : D.01/DIKBUD-SMP.02/130/XI/2019

Yang bertanda tangan dibawah ini :

Nama   : Masni Modeong, A.M.Pd

NIP   : 19681024 200801 2 006

Jabatan   : Kepala SMP Negeri 1 Kotabunan

Memberikan keterangan dengan benar bahwa mahasiswa :

Nama   : Farmi Paputungan

NIM   : 15.2.6.018

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Telah melaksanakan penelitian dengan judul :

Improving students speaking skill through snowball throwing to seventh grade students at SMPN 1 Kotabunan.

Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sesuai dengan keperluan penyelesaian studi mahasiswa tersebut:

Buyat, 09 November 2019
Kepala SMP Negeri 1 Kotabunan

MASNI MODEONG, A.M.Pd
NIP. 19681024 200801 2 006
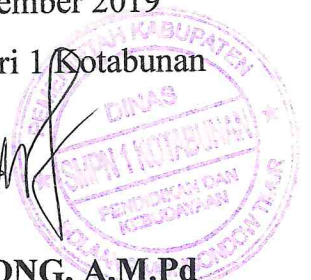
APPENDIX 1
STUDENT'S ATTENDANCE LIST

Appendix 1

Students' Attendance List Class VII B

Odd Semester Academic Year 2019/2020

No.	Name	September					October			
		12	18	19	25	26	09	10	16	17
1.	Qanita.N.Lakoro	√	√	√	√	√	√	√	√	√
2.	Azkiya Latodjo	√	√	√	√	√	√	√	√	√
3.	Armansyah Mustafa	√	√	√	√	√	√	√	√	√
4.	Livia Lumbu	√	√	√	√	√	√	√	√	√
5.	Nana Gobel	√	√	√	√	√	√	√	√	√
6.	Afiyah Paputungan	√	√	√	√	√	√	√	S	√
7.	Maharani Lasali	A	A	√	√	A	A	A	√	√
8.	Winanda Modeong	√	√	√	√	√	√	√	√	√
9.	Ahmad.A.Paputungan	A	√	A	√	√	√	√	√	√
10.	Fikri.A.Moko	A	√	√	√	A	√	√	√	√
11.	Ashal Libuon	√	√	√	√	√	√	√	√	√
12.	Diana Saraswati	√	√	√	√	√	√	√	√	√
13.	Aderizki Latodjo	A	√	√	A	A	A	√	√	A
14.	Fatira Gobel	√	√	√	√	√	√	√	√	√
15.	Nabil Modeong	√	√	√	B	B	B	B	B	B
16.	Anisa Agi	√	√	√	√	√	√	√	√	√
17.	Sweet.T.F.Paputungan	√	√	√	√	√	√	√	√	√
18.	Atsila.A.Modeong	√	√	√	√	√	√	√	√	√
19.	Abdul.G.Minggu	√	√	√	√	√	√	√	√	√
20.	Rihalda Malangkai	√	√	√	√	√	√	A	√	A
21.	Reva.N.Putri	√	√	√	√	√	√	√	√	√
22.	Olvie Botutihe	√	√	√	√	A	√	√	√	A
23.	Hasbiyana Makalalag	A	A	√	√	A	√	A	√	A
24.	Alfia Solag	√	√	√	√	√	√	√	√	√
25.	Moza.A.A.Lasabuda	√	√	√	√	√	√	√	√	√
26.	Marsya.A.Modeong	√	√	√	√	√	√	√	√	√
27.	Rara Bachmid	√	√	√	√	√	√	√	√	√
28.	Sarini Lantemona	√	√	√	√	√	√	√	√	√
29.	Nurhaliza Paputungan	√	√	√	√	√	√	√	√	√
30.	Arifin Makagingge	√	√	√	A	√	√	√	√	A
31.	Distian Paputungan	A	√	√	A	√	√	√	√	√

Information:
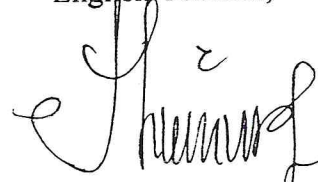
√ : Attend

A : Absent

B : Play Hooky

S : Sick

English Teacher,

Sinta.L.Dewi, S.Pd
NIP. 199002072014032002

APPENDIX 2, 3, AND 4

LESSON PLANS IN CYCLE 1 FROM FIRST MEETING TO THIRD MEETING

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Negeri 1 Kotabunan
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Perkenalan Diri
Kelas/Semester	: VII B/Ganjil
Tahun Pelajaran	: 2019/2020
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)
3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	3.4.1. Menyebutkan struktur teks dan unsur kebahasaan secara lisan dan tulis dengan memberi dan meminta informasi terkait infromasi jati seperti nama dan alamat. 3.4.2. Membedakan struktur teks dan unsure kebahasaan ungkapan baik secara lisan dan tulis dengan memberi dan meminta informasi terkait jati diri nama dan alamat, dengan ungkapan pendek dan sederhana, sesuai dengan konteks penggunaannya.

NilaiKarakter :

1. Religius
2. Mandiri
3. Gotongroyong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat memahami struktur teks tentang memperkenal diri seperti nama dan alamat.
2. Siswa mampu menggunakan ungkapan memperkenal diri nama dan alamat sesuai dengan struktur bahasa yang tepat.

D. Materi Pembelajaran

Introduce Self (name and address)

Hello, My name is Mita.

I am student of SMP N 1 Kotabunan.

I live in Buyat.

Questions :

What is your name ?

Where school are you from?

Where do you live ?

E. **Media, Alat dan Bahan Pembelajaran**

    1. **Media Pembelajaran**

        - White board
        - Piece of papers

    2. **Alat dan bahan Pembelajaran**

        - White board
        - Marker
        - Penghapus

    3. **Sumber Belajar**

        - Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F. **Model dan Metode Pembelajaran**

    Model Pembelajaran   : Snowball Throwing

    Metode Pembelajaran   : Tanya Jawab

G. **Langkah-langkah Pembelajaran**

Kegiatan Awal (Pre- Teaching Activities)	Waktu
1. Guru menyapa siswa dan mengawali pembelajaran dengan berdoa bersama-sama 2. Guru meminta siswa memastikan kelas bersih dan teratur 3. Guru melakukan absensi	10 Menit
Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan menyampaikan tujuan dari pembelajaran 2. Guru mengarahkan siswa untuk membentuk kelompok dengan mengihitung 1-5 3. Guru menuliskan ungkapan-ungkapan mengenai perkenalan diri yaitu nama dan alamat serta asal sekolah	60 Menit

4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan 5. Guru meminta siswa untuk memilih salah satu dari ungkapan pertanyaan yang ada dipapan tulis dan menuliskannya dikertas tersebut 6. Guru mengumpulkan kembali kertas tersebut dan membentuknya menjadi sebuah bola kertas 7. Siswa melakukan snowball throwing technique		
Akhir pembelajaran (Post-Teaching Activities)		
1. Guru melakukan penguatan dengan bertanya kepada siswa secara acak menggunakan ungkapan yang telah dipelajari 2. Guru menutup memberikan kesimpulan setelah itu menutup pembelajaran dengan memberi salam	**10 Menit**	

H. Penilaian Hasil Pembelajaran

Kriteria penilaian kerja dan tugas

- Pencapaian fungsil social

- Ketepatan dan keruntutan struktur bahasa

- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan kata dan intonasi

-Kejujuran

I. Rubrik Penilaian Kemampuan Berbicara

No.	Aspek yang dinilai	Deskripsi	Skor 1 – 5
1.	Speak fluently without correction and coherent with the	- Hampir Sempurna	5
		- Ada kesalahan tapi tidak mengganggu makna	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak Kesalahan dan mengganggu makna	2
		- Terlalu banyak kesalahan sehingga sulit	1

	topic	dipahami	
2.	Giving appropriate expression	- Sangat Tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1
3.	Correct sentence and grammar	- Hampir sempurna	5
		- Ada beberapa kesalahan tetapi tidak mengganggu makna.	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu	2
		- Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	1
4.	Pronounce words correctly	- Sangat tepat	5
		- Tepat	4
		- Cukup Tepat	3
		- Kurang Tepat	2
		- Tidak Tepat	1
5.	Good in short conversation development	- Sangat lancer	5
		- Lancar	4
		- Cukup lancar	3
		- Kurang lancar	2
		- Tidak lancer	1
6.	Confident in speaking performance	- Sangat bagus	5
		- Bagus	4
		- Cukup bagus	3
		- Kurang bagus	2
		- Tidak bagus	1

7.	Task	- Sempurna	5
		- Amat Baik	4
		- Baik	3
		- Kurang Baik	2
		- Buruk	1

Rumus perhitungan nilai siswa :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lembar Pengamatan Sikap Peserta Didik :

No.	Indikator Sikap / Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisiplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							
5							

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang   3 = cukup   5 = sangat baik

2 = kurang   4 = baik

Rabu, 18 September 2019

Guru Mapel

Sinta.L.Dewi,S.Pd
NIP.199002072014032002

Peneliti

Farmi Paputungan
15.2.6.018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 1 Kotabunan

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Perkenalan Diri

Kelas/Semester : VII B/Ganjil

Tahun Pelajaran : 2019/2020

Alokasi Waktu : 2 x 40 Menit

A. Kompetensi Inti

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KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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NilaiKarakter :

1. Religius
2. Mandiri
3. Gotongroyong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat memahami struktur teks tentang memperkenal diri mengenai hobi dan hal yang disukai seperti warna, dan makanan kesukaan.
2. Siswa mampu menggunakan ungkapan memperkenal diri mengenai hobi dan hal yang disukai seperti warna, makanan kesukaan sesuai dengan struktur bahasa yang tepat.

D. Materi Pembelajaran

Introduce Self (Favourite tthings)

- *Hobby*
- *Favourite colours*
- *Favourite food*

    Example :

    My hobby is reading book/ I like reading book

    My favourite colour is black/ My favourte colours are black and white

    My favourite food is nasi goreng/ My favourite food are nasi goreng and bakso

    The expression of asking :

What is your hobby ? what do you like ?

What is your favourite colour?/ What are you favourite colours?

What is your favourite food? / What are you favourite food?

E.   Media, Alat dan Bahan Pembelajaran

1. **Media Pembelajaran**
    - White board
    - Piece of papers

2. **Alat dan bahan Pembelajaran**
    - White board
    - Marker
    - Penghapus

3. **Sumber Belajar**
    - Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F.   **Model dan Metode Pembelajaran**

Model Pembelajaran   : Snowball Throwing

Metode Pembelajaran   : Tanya Jawab

G. **Langkah-langkah Pembelajaran**

Kegiatan Awal (Pre- Teaching Activities)	Waktu
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Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan menyampaikan tujuan dari pembelajaran serta menyampaikan topik yang akan dipelajari 2. Guru mengarahkan siswa untuk membentuk kelompok 3. Guru menuliskan materi dipapan tulis 4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan 5. Guru meminta siswa untuk memilih salah satu dari ungkapan pertanyaan yang ada dipapan tulis dan menuliskannya dikertas tersebut 6. Guru mengumpulkan kembali kertas tersebut dan	60 Menit

membentuknya menjadi sebuah bola kertas		
7. Siswa mengimplementasikan snowball throwing technique		
Akhir pembelajaran (Post-Teaching Activities)		
1. Guru melakukan penguatan dengan bertanya kepada siswa secara acak menggunakan ungkapan yang telah dipelajari	**10 Menit**	
2. Guru menutup memberikan kesimpulan setelah itu menutup pembelajaran dengan memberi salam		

H. Penilaian Hasil Pembelajaran

Kriteria penilaian kerja dan tugas

- Pencapaian fungsil social

- Ketepatan dan keruntutan struktur bahasa

- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan kata dan intonasi

- Kejujuran

I. Rubrik Penilaian Kemampuan Berbicara

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		- Ada beberapa kesalahandanmengganggu makna	3
		- Banyak Kesalahan dan melangganggu makna	2
		- Terlalu banyak kesalahan sehingga sulit dipahami	1
2.	Giving appropriate expression	- Sangat Tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1
3.	Correct sentence and	- Hampir sempurna	5
		- Ada beberapa kesalahan tetapi tidak	4

	grammar	- menggangu makna.	
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu	2
		- Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	1
4.	Pronounce words correctly	- Sangat tepat	5
		- Tepat	4
		- Cukup Tepat	3
		- Kurang Tepat	2
		- Tidak Tepat	1
5.	Good in short conversation development	- Sangat lancar	5
		- Lancar	4
		- Cukup lancar	3
		- Kurang lancar	2
		- Tidak lancar	1
6.	Confident in speaking performance	- Sangat bagus	5
		- Bagus	4
		- Cukup bagus	3
		- Kurang bagus	2
		- Tidak bagus	1
7.	Task	- Sempurna	5
		- Amat Baik	4
		- Baik	3
		- Kurang Baik	2
		- Buruk	1

Rumus perhitungan nilai siswa :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lembar Pengamatan Sikap Peserta Didik :

No.	Indikator Sikap / Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							
5							

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang	3 = cukup	5 = sangat baik
2 = kurang	4 = baik	

Kamis, 19 September 2019

Guru Mapel

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NIP.199002072014032002

Peneliti

Farmi Paputungan
15.2.6.018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Negeri 1 Kotabunan
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Perkenalan Diri
Kelas/Semester	: VII B/Ganjil
Tahun Pelajaran	: 2019/2020
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)	
3.2Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.	3.4.1.	Menyebutkan struktur teks dan unsur kebahasaan secara lisan dan tulis dengan memberi dan meminta informasi terkait infromasi jati diri tentang anggota keluarga.
	3.4.2.	Membedakan struktur teks dan unsure kebahasaan ungkapan baik secara lisan dan tulis dengan memberi dan meminta informasi jati diri tentang keluarga, dengan ungkapan pendek dan sederhana, sesuai dengan konteks penggunaannya.

NilaiKarakter :

1. Religius
2. Mandiri
3. Gotongroyong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat memahami struktur teks tentang memperkenal anggota keluarga.
2. Siswa mampu menggunakan ungkapan memperkenal anggota keluarga, seperti pekerjaan ayah, ibu, nama saudara perempuan/laki-laki serta jumlah anggota keluarga sesuai dengan struktur bahasa yang tepat.

D. Materi Pembelajaran

Introduce Self (telling information about family member)

Hello, My name is Mita.

There are five people in my family. My father, my mother, my sister, my brother, and my self.

My mother is a teacher. My father is a farmer. My sister name is Lisa, and my brother name is rocky.

The expressions for asking:

- *How many people in your family?*
- *What is your father/mother job?*
- *Who is your sister/brother name ?*

```
Vocabulary of Jobs :

a teacher = seorang guru

a farmer = seorang petani

a miner = seorang penambang

a fisherman = seorang nelayan

an entrepreneur = seorang wirausahawan

a housewife = seorang ibu rumah tangga

a nurse = seorang perawat

a midwife = seorang bidan
```

E.   Media, Alat dan Bahan Pembelajaran

    1.   Media Pembelajaran
- White board
- Piece of papers

    2.   Alat dan bahan Pembelajaran
- White board
- Marker
- Penghapus

    3.   Sumber Belajar
- Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F.   Model dan Metode Pembelajaran

Model Pembelajaran   : Snowball Throwing
Metode Pembelajaran   : Tanya Jawab

G.   Langkah-langkah Pembelajaran

Kegiatan Awal (Pre- Teaching Activities)	Waktu
1. Guru menyapa siswa dan mengawali pembelajaran dengan berdoa bersama-sama 2. Guru meminta siswa memastikan kelas bersih dan teratur 3. Guru melakukan absensi	10 Menit

Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan menyampaikan tujuan dari pembelajaran 2. Guru mengarahkan siswa untuk membentuk kelompok dengan mengihitung 1-5 3. Guru menuliskan ungkapan-ungkapan mengenai perkenalan diri yaitu nama dan alamat serta asal sekolah 4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan 5. Guru meminta siswa untuk memilih salah satu dari ungkapan pertanyaan yang ada dipapan tulis dan menuliskannya dikertas tersebut 6. Guru mengumpulkan kembali kertas tersebut dan membentuknya menjadi sebuah bola kertas 7. Siswa melakukan snowball throwing technique	60 Menit
Akhir pembelajaran (Post-Teaching Activities)	
1. Guru melakukan penguatan dengan bertanya kepada siswa secara acak menggunakan ungkapan yang telah dipelajari 2. Guru menutup memberikan kesimpulan setelah itu menutup pembelajaran dengan memberi salam	10 Menit

H. **Penilaian Hasil Pembelajaran**

Kriteria penilaian kerja dan tugas

- Pencapaian fungsil social

- Ketepatan dan keruntutan struktur bahasa

- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan kata dan intonasi

Rubrik Penilaian Kemampuan Berbicara

No.	Aspek yang dinilai	Deskripsi	Skor 1-5
1.	Speak fluently without correction	- Hampir Sempurna - Ada kesalahan tapi tidak mengganggu makna - Ada beberapa kesalahandanmengganggu makna	5 4 3

	and coherent with the topic	- Banyak Kesalahan dan melangganggu makna - Terlalu banyak kesalahan sehingga sulit dipahami	2 1
2.	Giving appropriate expression	- Sangat Tepat - Tepat - Cukup tepat - Kurang tepat - Tidak tepat	5 4 3 2 1
3.	Correct sentence and grammar	- Hampir sempurna - Ada beberapa kesalahan tetapi tidak mengganggu makna. - Ada beberapa kesalahan dan mengganggu makna - Banyak kesalahan dan mengganggu - Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	5 4 3 2 1
4.	Pronounce words correctly	- Sangat tepat - Tepat - Cukup Tepat - Kurang Tepat - Tidak Tepat	5 4 3 2 1
5.	Good in short conversation development	- Sangat lancer - Lancar - Cukup lancar - Kurang lancar - Tidak lancer	5 4 3 2 1
6.	Confident in speaking performance	- Sangat bagus - Bagus - Cukup bagus	5 4 3

		- Kurang bagus		2
		- Tidak bagus		1
7.	Task	- Sempurna		5
		- Amat Baik		4
		- Baik		3
		- Kurang Baik		2
		- Buruk		1

No.	Indikator Sikap Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							
5							

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang   3 = cukup   5 = sangat baik

2 = kurang   4 = baik

Rabu, 25 September 2019

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APPENDIX 5, 6, AND 7

LESSON PLANS IN CYCLE 2 FROM FIRST MEETING TO THIRD MEETING

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Negeri 1 Kotabunan
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Telling Time
Kelas/Semester	: VII B/Ganjil
Tahun Pelajaran	: 2019/2020
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.	3.4.1. Menyebutkan struktur teks dan unsur kebahasaan secara lisan dan tulis dengan memberi dan meminta informasi terkait waktu mengenai penggunaan *o'clock*. 3.4.2. Membedakan struktur teks dan unsur kebahasaan ungkapan baik secara lisan dan tulis dengan memberi dan meminta informasi waktu serta aktivitas yang biasa dilakukan.

NilaiKarakter :

1. Religius
2. Mandiri
3. Gotongroyong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan aktivitas yang dilakukan dengan menyebutkan waktunya dengan menggunakan *o'clock*.
2. Siswa mampu menggunakan sturktur bahasa yang tepat dalam penyebutan aktivitas serta waktunya yaitu *o'clock*.

D. Materi Pembelajaran

The questions expression:

-what time do you wake up in the morning ?

- what time do you take a bath in the morning ?

I wake ap at 07.00 o'clock, at 08.00 o'clock, at 09.00 o'clock, at 10.00 o'clcok, at 11.00 o'clcok, 12.00 o'clcok, at 06.00 o'clock, at 05.00 o'clock, at 04.00 o'clock, at 03.00 o'clock, at 02.00 o'clock, at 01.00 o'clock.

E. Media, Alat dan Bahan Pembelajaran

1. Media Pembelajaran
   - Bola plastik
2. Alat dan bahan Pembelajaran
   - White board
   - Marker
   - Penghapus
3. Sumber Belajar
   - Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F. Model dan Metode Pembelajaran

Model Pembelajaran   : Snowball Throwing

Metode Pembelajaran : Tanya Jawab

G. Langkah-langkah Pembelajaran

Kegiatan Awal (Pre- Teaching Activities)	Waktu
1. Guru menyapa siswa dan mengawali pembelajaran dengan berdoa bersama-sama 2. Guru meminta siswa memastikan kelas bersih dan teratur 3. Guru melakukan absensi	10 Menit

Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan bertanya kepada siswa sesuai dengan topic yang akan dibahas serta menyampaikan tujuan pembelajaran 2. Guru mengarahkan siswa untuk membentuk kelompok dengan mengihitung 3. Guru menuliskan materi dipapan tulis serta menjelaskannya 4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan serta membagikan keanggota kelompok masing-masing 5. Guru menuliskan pertanyaan dikerta yang telah dibagikan setelah itu digulung 6. Guru meminta setiap ketua kelompok mengumpulkan gulungan kertas 7. Guru mengumpulkan gulungan-gulungan kertas tersebut dalam satu tempat 8. Siswa melakukan snowball throwing technique	**60 Menit**
Akhir pembelajaran (Post-Teaching Activities)	
1. Guru melakukan penguatan dengan bertanya kepada siswa secara acak menggunakan ungkapan yang telah dipelajari 2. Guru menutup memberikan kesimpulan setelah itu menutup pembelajaran dengan memberi salam	**10 Menit**

H. Penilaian Hasil Pembelajaran

Kriteria penilaian kerja dan tugas

- Pencapaian fungsil social
- Ketepatan dan keruntutan struktur bahasa

- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan kata dan intonasi

I. Rubrik Penilaian Kemampuan Berbicara

No.	Aspek yang dinilai	Deskripsi	Skor 1-5
1.	Speak fluently without correction and coherent with the topic	- Hampir Sempurna	5
		- Ada kesalahan tapi tidak mengganggu makna	4
		- Ada beberapa kesalahandanmengganggu makna	3
		- Banyak Kesalahan dan melangganggu makna	2
		- Terlalu banyak kesalahan sehingga sulit dipahami	1
2.	Giving appropriate expression	- Sangat Tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1
3.	Correct sentence and grammar	- Hampir sempurna	5
		- Ada beberapa kesalahan tetapi tidak mengganggu makna.	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu	2
		- Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	1
4.	Pronounce words correctly	- Sangat tepat	5
		- Tepat	4
		- Cukup Tepat	3
		- Kurang Tepat	2
		- Tidak Tepat	1

5.	Good in short conversation development	- Sangat lancer	5
		- Lancar	4
		- Cukup lancar	3
		- Kurang lancar	2
		- Tidak lancer	1
6.	Confident in speaking performance	- Sangat bagus	5
		- Bagus	4
		- Cukup bagus	3
		- Kurang bagus	2
		- Tidak bagus	1
7.	Task	- Sempurna	5
		- Amat Baik	4
		- Baik	3
		- Kurang Baik	2
		- Buruk	1

Rumus perhitungan nilai siswa :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lembar Pengamatan Sikap Peserta Didik :

No.	Indikator Sikap / Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							

5								

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang   3 = cukup   5 = sangat baik

2 = kurang   4 = baik

Rabu, 09 Oktober 2019

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Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Negeri 1 Kotabunan
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Telling Time
Kelas/Semester	: VII B/Ganjil
Tahun Pelajaran	: 2019/2020
Alokasi Waktu	: 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.	3.4.1. Menyebutkan struktur teks dan unsur kebahasaan secara lisan dan tulis dengan memberi dan meminta informasi terkait waktu mengenai penggunaan *past*. 3.4.2. Membedakan struktur teks dan unsur kebahasaan ungkapan baik secara lisan dan tulis dengan memberi dan meminta informasi waktu serta aktivitas yang biasa dilakukan.

Nilai Karakter :

1. Religius
2. Mandiri
3. Gotong royong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan aktvitas yang dilakukan dengan menyebutkan waktunya dengan menggunakan *past*.
2. Siswa mampu menggunakan sturktur bahasa yang tepat dalam penyebutan aktivitas serta waktunya yaitu *past*.

D. Materi Pembelajaran

The questions expression:

-what time do you go to school ?

- what time do you have your dinner ?

I go to school at ....

At 07.05 = at five past seven

At 07.10 = at ten past seven

At 07.15 = at quarter past seven

At 07.20 = at twenty past seven

At 07.25 = at twenty five past seven

At 07.30 = at half past seven

E. **Media, Alat dan Bahan Pembelajaran**

    1. **Media Pembelajaran**
- Bola plastik

    2. **Alat dan bahan Pembelajaran**
- White board
- Marker
- Penghapus

   3. **Sumber Belajar**
- Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F. **Model dan Metode Pembelajaran**

    Model Pembelajaran : Snowball Throwing

    Metode Pembelajaran : Tanya Jawab

G. **Langkah-langkah Pembelajaran**

Kegiatan Awal (Pre- Teaching Activities)	Waktu
1. Guru menyapa siswa dan mengawali pembelajaran dengan berdoa bersama-sama 2. Guru meminta siswa memastikan kelas bersih dan	10 Menit

teratur	
3. Guru melakukan absensi	
Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan bertanya kepada siswa sesuai dengan topic yang akan dibahas serta menyampaikan tujuan pembelajaran 2. Guru mengarahkan siswa untuk membentuk kelompok dengan mengihitung 3. Guru menuliskan materi dipapan tulis serta menjelaskannya 4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan serta membagikan keanggota kelompok masing-masing	**60 Menit**

- Ketepatan dan keruntutan struktur bahasa
- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan kata dan intonasi.

I. Rubrik Penilaian Kemampuan Berbicara

No.	Aspek yang dinilai	Deskripsi	Skor 1 – 5
1.	Speak fluently without correction and coherent with the topic	- Hampir Sempurna - Ada kesalahan tapi tidak mengganggu makna - Ada beberapa kesalahandanmengganggu makna - Banyak Kesalahan dan melangganggu makna - Terlalu banyak kesalahan sehingga sulit dipahami	5 4 3 2 1
2.	Giving appropriate expression	- Sangat Tepat - Tepat - Cukup tepat - Kurang tepat - Tidak tepat	5 4 3 2 1
3.	Correct sentence and grammar	- Hampir sempurna - Ada beberapa kesalahan tetapi tidak mengganggu makna. - Ada beberapa kesalahan dan mengganggu makna - Banyak kesalahan dan mengganggu - Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	5 4 3 2 1
4.	Pronounce words	- Sangat tepat - Tepat	5 4

	correctly	- Cukup Tepat	3
		- Kurang Tepat	2
		- Tidak Tepat	1
5.	Good in short conversation development	- Sangat lancer	5
		- Lancar	4
		- Cukup lancar	3
		- Kurang lancar	2
		- Tidak lancer	1
6.	Confident in speaking performance	- Sangat bagus	5
		- Bagus	4
		- Cukup bagus	3
		- Kurang bagus	2
		- Tidak bagus	1
7.	Task	- Sempurna	5
		- Amat Baik	4
		- Baik	3
		- Kurang Baik	2
		- Buruk	1

Rumus perhitungan nilai siswa :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lembar Pengamatan Sikap Peserta Didik :

No.	Indikator Sikap / Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							
5							

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang   3 = cukup   5 = sangat baik

2 = kurang   4 = baik

Kamis, 10 Oktober 2019

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Peneliti

Farmi Paputungan
15.2.6.018

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMP Negeri 1 Kotabunan

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Telling Time

Kelas/Semester   : VII B/Ganjil

Tahun Pelajaran   : 2019/2020

Alokasi Waktu   : 2 x 40 Menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar (KD)	IndikatorPencapaianKompetensi (IPK)
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.	3.4.1. Menyebutkan struktur teks dan unsur kebahasaan secara lisan dan tulis dengan memberi dan meminta informasi terkait waktu mengenai penggunaan *to*. 3.4.2. Membedakan struktur teks dan unsur kebahasaan ungkapan baik secara lisan dan tulis dengan memberi dan meminta informasi waktu serta aktivitas yang biasa dilakukan.

Nilai Karakter :

1. Religius
2. Mandiri
3. Gotong royong
4. Kejujuran
5. Kerjakeras
6. Percayadiri
7. Kerjasama

C. Tujuan Pembelajaran

1. Siswa dapat menyebutkan aktvitas yang dilakukan dengan menyebutkan waktunya dengan menggunakan *to*.
2. Siswa mampu menggunakan sturktur bahasa yang tepat dalam penyebutan aktivitas serta waktunya yaitu *to*.

D. Materi Pembelajaran

The questions expression:

-what time do you do your homework ?

- what time do you play with your friends ?

I do my homework at ....

At 08.35 = at twenty five to nine

At 08.40 = at twenty to nine

At 08.45 = at quarter to nine

At 08.50 = at ten to nine

At 08.55 = at five to nine

E. Media, Alat dan Bahan Pembelajaran

    1. Media Pembelajaran
- Bola plastic
- Jam kertas

    2. Alat dan bahan Pembelajaran
- White board
- Marker
- Penghapus

    3. Sumber Belajar
- Buku Pelajaran Bahasa Inggris When English Rings a Bell SMP/MTs VII Kurikulum 2013 Revisi 2017.

F. Model dan Metode Pembelajaran

Model Pembelajaran : Snowball Throwing

Metode Pembelajaran : Tanya Jawab

G. Langkah-langkah Pembelajaran

Kegiatan Awal (Pre- Teaching Activities)	Waktu
1. Guru menyapa siswa dan mengawali pembelajaran dengan berdoa bersama-sama	10 Menit

2. Guru meminta siswa memastikan kelas bersih dan teratur 3. Guru melakukan absensi	
Kegiatan Inti (While-Teaching Activities)	
1. Guru memulai materi dengan bertanya kepada siswa sesuai dengan topic yang akan dibahas serta menyampaikan tujuan pembelajaran 2. Guru mengarahkan siswa untuk membentuk kelompok dengan mengihitung 3. Guru menuliskan materi dipapan tulis serta menjelaskannya 4. Guru meminta setiap ketua kelompok maju kedepan kelas dan mengambil setiap kertas kosong yang telah disediakan serta membagikan keanggota kelompok masing-masing 5. Guru menuliskan pertanyaan dikertas yang telah dibagikan setelah itu digulung 6. Guru meminta setiap ketua kelompok mengumpulkan gulungan kertas 7. Guru mengumpulkan gulungan-gulungan kertas tersebut dalam satu tempat 8. Siswa melakukan snowball throwing technique	**60 Menit**
Akhir pembelajaran (Post-Teaching Activities)	
1. Guru melakukan penguatan dengan bertanya kepada siswa secara acak menggunakan ungkapan yang telah dipelajari 2. Guru menutup memberikan kesimpulan setelah itu menutup pembelajaran dengan memberi salam	**10 Menit**

H. Penilaian Hasil Pembelajaran

Kriteria penilaian kerja dan tugas

- Pencapaian fungsil social

- Ketepatan dan keruntutan struktur bahasa

- Ketepatan unsur kebahasaan, tatabahasa, kosakata, ucapan, tekanan
  kata dan intonasi

I. Rubrik Penilaian Kemampuan Berbicara

No.	Aspek yang dinilai	Deskripsi	Skor 1-5
1.	Speak fluently without correction and coherent with the topic	- Hampir Sempurna	5
		- Ada kesalahan tapi tidak mengganggu makna	4
		- Ada beberapa kesalahandanmengganggu makna	3
		- Banyak Kesalahan dan melangganggu makna	2
		- Terlalu banyak kesalahan sehingga sulit dipahami	1
2.	Giving appropriate expression	- Sangat Tepat	5
		- Tepat	4
		- Cukup tepat	3
		- Kurang tepat	2
		- Tidak tepat	1
3.	Correct sentence and grammar	- Hampir sempurna	5
		- Ada beberapa kesalahan tetapi tidak mengganggu makna.	4
		- Ada beberapa kesalahan dan mengganggu makna	3
		- Banyak kesalahan dan mengganggu	2
		- Terlalu banyak kesalahan dan tidak menggunakan struktur bahasa yang tepat	1
4.	Pronounce	- Sangat tepat	5

		- Tepat	4
	words correctly	- Cukup Tepat	3
		- Kurang Tepat	2
		- Tidak Tepat	1
5.	Good in short conversation development	- Sangat lancer	5
		- Lancar	4
		- Cukup lancar	3
		- Kurang lancar	2
		- Tidak lancer	1
6.	Confident in speaking performance	- Sangat bagus	5
		- Bagus	4
		- Cukup bagus	3
		- Kurang bagus	2
		- Tidak bagus	1
7.	Task	- Sempurna	5
		- Amat Baik	4
		- Baik	3
		- Kurang Baik	2
		- Buruk	1

Rumus perhitungan nilai siswa :

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Lembar Pengamatan Sikap Peserta Didik :

No.	Indikator Sikap / Nama Peserta Didik	Bertanggung Jawab	Jujur	Santun dalam berkomunikasi	Percaya diri	Kedisplinan dalam tugas	Nilai rata-rata (kualitatif/huruf)
1							
2							
3							
4							
5							

Note : Setiap Aspek menggunakan skala 1-5

1 = sangat kurang   3 = cukup   5 = sangat baik

2 = kurang   4 = baik

Rabu, 16 Oktober 2019

Guru Mapel

Sinta.L.Dewi S.Pd
NIP.199002072014032002

Peneliti

Farmi Paputungan
15.2.6.018

APPENDIX 8

STUDENTS' SCORE OF ORAL PRESENTATION ASSESSMENT CLASS VII B IN CYCLE 1

Appendix 8

Students' Score of Speaking Assessment Class VII B Post-Test Cycle 1

No.	Students Name	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5	Aspect 6	Aspect 7	Students Score
1	QNL	9	12	15	17	10	20	10	93
2	AL	9	10	15	15	10	20	10	89
3	AM	7	9	10	12	9	15	9.5	71.5
4	LL	9	10	15	16	10	20	10	90
5	NG	8	9	10	10	8	15	10	70
6	AP	7	10	10	9	8	12	9.5	65.5
7	ML	–	–	–	–	–	–	–	–
8	WM	6	8	10	9	7	10	4	54
9	AAP	6	10	10	9	7	10	9.5	61.5
10	FAM	–	–	–	–	–	–	–	–
11	AL	6	6	6	6	6	6	6.5	42.5
12	DS	6	7	7	6	6	8	4	44
13	AL	–	–	–	–	–	–	–	–
14	FG	6	7	7	7	5	6	5	43
15	NM	–	–	–	–	–	–	–	–
16	AA	7	10	10	10	8	12	8	65
17	STFP	8	10	10	10	9	15	6	68
18	AAM	8	10	10	9	8	12	8	65

No	Name								Total
19	AGM	5	6	5	5	5	5	3	34
20	RM	6	6	7	6	6	7	5	43
21	RNP	7	10	10	8	8	12	8	65
22	OB	–	–	–	–	–	–	–	–
23	HM	–	–	–	–	–	–	–	–
24	AS	6	10	10	9	8	10	5.5	58.5
25	MAAL	8	10	15	12	9	15	7.5	76.5
26	MAM	9	10	15	15	10	20	10	89
27	RB	7	10	10	10	8	12	8	65
28	SL	6	7	7	6	6	7	4	43
29	NP	6	8	10	8	7	10	6	55
30	AM	6	6	7	7	6	7	7	46
31	DP	5	6	5	5	5	6	3	35
	TOTAL								1532
	MEAN								61,28

Information :

Aspect 1 : Speaks fluently with rare correction and speaks coherent with appropriately

Aspect 2 : Express with flexibility and appropriateness and giving effective descriptions

Aspect 3 : good sentence use and grammatically

Aspect 4 : Pronunciation words correctly and articulate clearly

Aspect 5 : Good in short conversation development

Aspect 6 : Confident in speaking performance

Aspect 7 : Task accomplishment

Notes:

Every aspects the researcher used score 1 to 5

Excellent = 5 (points 11 to 20)

Very Good = 4 (points 8 to 10)

Good = 3 (points 6 to 7)

Satisfactory = 2 (points 4 to 5)

Poor = 1 (points 1 to 3)

(The score based on the school's score)

APPENDIX 9

STUDENTS' SCORE OF ORAL PRESENTATION ASSESSMENT CLASS VII B IN CYCLE 2

Appendix 9

Students' Score of Speaking Assessment Class VII B Post-Test Cycle 2

No.	Students Name	Aspect 1	Aspect 2	Aspect 3	Aspect 4	Aspect 5	Aspect 6	Aspect 7	Students' Score
1	QNL	9	15	15	18	10	20	10	97
2	AL	9	15	15	16	10	18	10	93
3	AM	7	10	12	10	8	10	8	65
4	LL	9	12	15	16	10	16	10	88
5	NG	8	10	12	12	9	15	10	76
6	AP	7	12	10	10	8	10	8	65
7	ML	8	10	10	10	9	10	8	65
8	WM	7	10	12	10	8	10	8	65
9	AAP	7	10	10	10	8	12	8	65
10	FAM	7	10	11	9	9	9	10	65
11	AL	7	10	10	10	9	9	10	65
12	DS	-	-	-	-	-	-	-	-
13	AL	7	10	9	10	10	9	10	65
14	FG	7	10	10	10	9	9	10	65
15	NM	-	-	-	-	-	-	-	-
16	AA	7	9	10	10	8	12	10	66

No	Name								Total
17	STFP	8	12	12	15	10	15	10	82
18	AAM	8	10	10	12	9	15	8	72
19	AGM	7	10	9	10	9	10	10	64
20	RM	-	-	-	-	-	-	-	-
21	RNP	7	12	12	10	10	15	10	76
22	OB	-	-	-	-	-	-	-	-
23	HM	-	-	-	-	-	-	-	-
24	AS	7	10	10	10	9	12	10	68
25	MAAL	8	12	12	15	9	16	10	82
26	MAM	9	12	15	16	10	18	10	90
27	RB	7	10	12	10	9	12	10	70
28	SL	7	10	9	11	8	10	10	65
29	NP	7	10	12	10	8	10	8	65
30	AM	-	-	-	-	-	-	-	-
31	DP	7	10	11	10	9	10	8	65
	TOTAL								1804
	MEAN								72.16

Information :

Aspect 1   : Speaks fluently with rare correction and speaks coherent with appropriately

Aspect 2   : Express with flexibility and appropriateness and giving effective descriptions

Aspect 3   : good sentence use and grammatically

Aspect 4   : Pronunciation words correctly and articulate clearly

Aspect 5   : Good in short conversation development

Aspect 6   : Confident in speaking performance

Aspect 7   : Task accomplishment

Notes:

Every aspects the researcher used score 1 to 5

Excellent   = 5 (point 11 to 20)

Very Good   = 4 (point 8 to 10)

Good   = 3 (point 6 to 7)

Satisfactory   = 2 (point 4 to 5)

Poor   = 1 (point 1 to 3)

(The score based on the school's score)

APPENDIX 10, 11, AND 12

OBSERVATION'S INSTRUMENTS IN CYCLE 1 FROM FIRST MEETING TO THIRD MEETING

Appendix 10

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education : SMP N 1 Kotabunan

Cycle : First Meeting of Cycle 1

Day/Date :Wednesday, 18th September 2019

Observer : Sinta.L.Dewi, S.Pd

No.	The Aspects	IMPLEMENTED		
		NO	YES	
			GOOD	ENOUGH
1.	The researcher open the class and make students sitting appropriately.		✓	
2.	The researcher checks students' attendance list.		✓	
3.	The researcher gives instruction to make a group.		✓	
4.	The researcher explain the rule of snowball throwing technique to students		✓	
5.	Students listen to the instruction.			✓
6.	Students make a small groups.			✓
7.	Students pay attention with the lesson during learning process.			✓
8.	Students do the instruction from the researcher orderly.			✓
9.	Students apply the snowball throwing technique.			✓
10.	Researcher makes the			

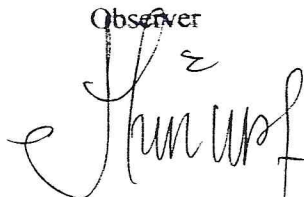|	conclusion about the topic.		✓	

Information :

No   = Score 0

Enough   = Score 1

Good   = Score 2

Observer

Sinta.L.Dewi, S.Pd
NIP. 199002072012032002

Appendix 11

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education   : SMP N 1 Kotabunan

Cycle   : Second meeting of Cycle 1

Day/Date   : Thursday, 19th September 2019

Observer   : Sinta.L.Dewi, S.Pd

No.	The Aspects	NO	YES	
			GOOD	ENOUGH
1.	The researcher open the class and make students sitting appropriatly.		✓	
2.	The researcher checks students attending list.		✓	
2.	The researcher starts teaching and describes the topic of the lesson.		✓	
3.	Researcher gives instruction to make a group.			✓
4.	The researcher explain the rule of snowball throwing learning to students.		✓	
5.	Students listen to the instruction.		✓	
6.	Students make a small groups.			✓
7.	Student pay attention with the lesson during learning process.		✓	
8.	Students do the instruction from the researcher orderly.		✓	
9.	Students apply the snowball throwing.		✓	

Note: The table header row "IMPLEMENTED" spans the NO, GOOD, and ENOUGH columns; "YES" spans GOOD and ENOUGH.

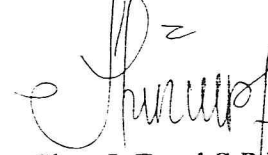| No.				
10.	Researcher makes conclusion about the topic.		✓	

Information :

No   = score 0

Enough = Score 1

Good   = Score 2

Observer

Sinta.L.Dewi S.Pd

NIP.199002072014032002

Appendix 12

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education	: SMP N 1 Kotabunan
Cycle	: Third meeting of Cycle 1
Day/Date	: Wednesday, 25th September 2019
Observer	: Sinta.L.Dewi, S.Pd

No.	The Aspects	IMPLEMENTED		
		NO	YES	
			GOOD	ENOUGH
1.	The researcher open the class and make students sitting appropriatly.		✓	
2.	The researcher checks students attending list.		✓	
2.	The researcher starts teaching and describes the topic of the lesson.		✓	
3.	Researcher gives instruction to make a group.			✓
4.	The researcher explain the rule of snowball throwing learning to students.		✓	
5.	Students listen to the instruction.		✓	
6.	Students make a small groups.			✓
7.	Student pay attention with the lesson during learning process.		✓	
8.	Students do the instruction from the researcher orderly.		✓	
9.	Students apply the snowball throwing.		✓	

10.	Researcher makes conclusion about the topic.		✓	

Information :

No = score 0

Enough = Score 1

Good = Score 2

Observer

Sinta.L.Dewi S.Pd

NIP.199002072014032002

APPENDIX 13, 14, AND 15

OBSERVATION'S INSTRUMENTS IN CYCLE 2 FROM FIRST MEETING TO THIRD MEETING

Appendix 13

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education : SMP N 1 Kotabunan

Cycle : First meeting of Cycle 2

Day/Date : Wednesday, 09th October 2019

Observer : Sinta.L.Dewi, S.Pd

No.	The Aspects	IMPLEMENTED		
		NO	YES	
			GOOD	ENOUGH
1.	The researcher open the class and make students sitting appropriatly.		✓	
2.	The researcher checks students attending list.		✓	
2.	The researcher starts teaching and describes the topic of the lesson.		✓	
3.	Researcher gives instruction to make a group.			✓
4.	The researcher explain the rule of snowball throwing learning to students.		✓	
5.	Students listen to the instruction.		✓	
6.	Students make a small groups.			✓
7.	Student pay attention with the lesson during learning process.		✓	
8.	Students do the instruction from the researcher orderly.		✓	
9.	Students apply the snowball throwing.		✓	

10.	Researcher makes conclusion about the topic.		✓	

Information :

No   = score 0

Enough   = Score 1

Good   = Score 2

Observer

Sinta.L.Dewi S.Pd

NIP.199002072014032002

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education   : SMP N 1 Kotabunan

Cycle   : Second meeting of Cycle 2

Day/Date   : Thursday, 10th October 2019

Observer   : Sinta.L.Dewi, S.Pd

No.	The Aspects	NO	IMPLEMENTED	
			YES	
			GOOD	**ENOUGH**
1.	The researcher open the class and make students sitting appropriatly.		✓	
2.	The researcher checks students attending list.		✓	
2.	The researcher starts teaching and describes the topic of the lesson.		✓	
3.	Researcher gives instruction to make a group.			✓
4.	The researcher explain the rule of snowball throwing learning to students.		✓	
5.	Students listen to the instruction.		✓	
6.	Students make a small groups.			✓
7.	Student pay attention with the lesson during learning process.		✓	
8.	Students do the instruction from the researcher orderly.		✓	
9.	Students apply the snowball throwing.		✓	

No.				
10.	Researcher makes conclusion about the topic.		✓	

Information :

No   = score 0

Enough   = Score 1

Good   = Score 2

Observer

Sinta.L.Dewi S.Pd

NIP.199002072014032002

THE OBSERVATION'S INSTRUMENT OF IMPROVING STUDENTS SPEAKING SKILL THROUGH SNOWBALL THROWING

Substance

Unit Education : SMP N 1 Kotabunan

Cycle : Third meeting of Cycle 2

Day/Date : Wednesday, 16th October 2019

Observer : Sinta.L.Dewi, S.Pd

No.	The Aspects	NO	IMPLEMENTED YES	
			GOOD	ENOUGH
1.	The researcher open the class and make students sitting appropriatly.		✓	
2.	The researcher checks students attending list.		✓	
2.	The researcher starts teaching and describes the topic of the lesson.		✓	
3.	Researcher gives instruction to make a group.			✓
4.	The researcher explain the rule of snowball throwing learning to students.		✓	
5.	Students listen to the instruction.		✓	
6.	Students make a small groups.			✓
7.	Student pay attention with the lesson during learning process.		✓	
8.	Students do the instruction from the researcher orderly.		✓	
9.	Students apply the snowball throwing.		✓	

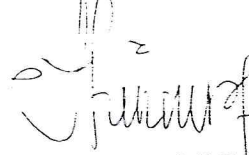| No				
10.	Researcher makes conclusion about the topic.		✓	

Information :

No　　　= score 0

Enough = Score 1

Good　 = Score 2

Observer

Sinta.L.Dewi S.Pd
NIP.199002072014032002

APPENDIX 16, 17, AND 18

FIELD NOTES IN CYCLE 1 FROM FIRST MEETING TO THIRD MEETING

FIELD NOTES

Subject/Class   : VII B

Date   : 19th September 2019

Time   : 2 x 40 Minute

Meeting   : 2 of Cycle 1

Topic   : Introduce self about favourite things

Aspects	Students' Activities	Researcher's Activites
Observation	➢ The students prepared the class and greet to the researcher. ➢ The Students do the attending list. ➢ The students listened the lesson and pay attention. ➢ Students made group by following the researcher's instruction. ➢ The students did the learning by applying snowball throwing.	➢ The researcher greeted the students and check students attending list. ➢ The reseracher started the lesson. ➢ Researcher asked them to make group. ➢ The researcher described the lesson. ➢ The researcher designed task accordance with snowball throwing.
Things to consider	• The students required focus with their speaking pracice. • The students should discipline during implementing the snowball throwing technique.	• The researcher should make the students interest with the lesson. • The researcher should create the amusement learning to catch students' interest.

FIELD NOTES

Subject/Class   : VII B

Date   : 18th September 2019

Time   : 2 x 40 Minute

Meeting   : 1 of Cycle 1

Topic   : Introduce Self

Aspects	Students' Activities	Researcher's Activites
Observation	➤ The students prepared the class and greet to the researcher. ➤ The Students do the attending list. ➤ The students listened the lesson and pay attention. ➤ The students followed the instruction from the researcher by doing the snowball throwing.	➤ The researcher greeted the students and check students attending list. ➤ The reseracher started the learning by asking them question that related the topic. ➤ The researcher described the lesson. ➤ The researcher designed task accordance with snowball throwing.
Things to consider	➤ The students should focus during the learning process.	• The researcher should make the students focus on their speaking practiced. • The researcher should create the funny way to make students could not bored.

FIELD NOTES

Subject/Class   : VII B

Date   : 25th September 2019

Time   : 2 x 40 Minute

Meeting   : 3 of Cycle 1

Topic   : Introduce self about family member

Aspects	Students' Activities	Researcher's Activites
Observation	➤ The students prepared the class and greet to the researcher. ➤ The Students do the attending list. ➤ Students made sure the class. ➤ The students listened the lesson and pay attention. ➤ Students made group by following the researcher's instruction. ➤ The students did the learning by applying snowball throwing.	➤ The researcher greeted the students and check students attending list. ➤ Before start the learning process teacher checked the cleaness of class. ➤ The reseracher started the lesson. ➤ Researcher asked them to make group. ➤ The researcher described the lesson. ➤ The researcher designed task accordance with snowball throwing.
Things to consider	• The students required to discipline during applying the snowball throwing technique.	• The researcher should make the students will not noisy when applying the snowball throwing technique.

APPENDIX 19, 20, AND 21

FIELD NOTES IN CYCLE 2 FROM FIRST MEETING TO THIRD MEETING

FIELD NOTES

Subject/Class   : VII B

Date   : 09th October 2019

Time   : 2 x 40 Minute

Meeting   : 1 of Cycle 2

Topic   : Time the using of *o'clock*

Aspects	Students' Activities	Researcher's Activites
Observation	➢ The students prepared the class and greet to the researcher. ➢ The Students do the attending list. ➢ Students made sure the class. ➢ The students listened the lesson and pay attention. ➢ Students made group by following the researcher's instruction. ➢ The students did the learning by applying snowball throwing.	➢ The researcher greeted the students and check students attending list. ➢ Teacher checked the cleaness of class. ➢ The reseracher started the lesson by asking students to make group. ➢ The researcher described the lesson. ➢ The researcher designed task accordance with snowball throwing.
Things to consider	• The students required discipline when applying the snowball throwing technique. • The students who were bad in previous should	• The researcher should ensure the students enjoy and discipline during the snowball throwing technique. • The researcher should try having conversation to students

	build their courage when speaking.	who had mistake before.

FIELD NOTES

Subject/Class   : VII B

Date   : 10th October 2019

Time   : 2 x 40 Minute

Meeting   : 2 of Cycle 2

Topic   : Time the using of *past*

Aspects	Students' Activities	Researcher's Activites
Observation	➢ The students prepared the class and greet to the researcher. ➢ The Students do the attending list. ➢ Students made sure the class. ➢ The students listened the lesson and pay attention. ➢ Students made group by following the researcher's instruction. ➢ The students did the learning by applying snowball throwing.	➢ The researcher greeted the students and check students attending list. ➢ Teacher checked the cleaness of class. ➢ The reseracher started the lesson by asking students to make group. ➢ The researcher described the lesson. ➢ The researcher designed task accordance with snowball throwing.
Things to consider	• The students who were not discipline could have the punishment.	• The researcher should improve the students who bad in speaking by having short conversation with them.

FIELD NOTES

Subject/Class : VII B

Date : 16th October 2019

Time : 2 x 40 Minute

Meeting : 3 of Cycle 2

Topic : Time the using of *To*

Aspects	Students' Activities	Researcher's Activites
Observation	➢ The students prepared the class and greet to the researcher. ➢ The Students do the attending list. ➢ Students made sure the class. ➢ The students listened the lesson and pay attention. ➢ Students made group by following the researcher's instruction. ➢ The students did the learning by applying snowball throwing.	➢ The researcher greeted the students and check students attending list. ➢ Teacher checked the cleaness of class. ➢ The reseracher started the lesson by asking students to make group. ➢ The researcher described the lesson. ➢ The researcher designed task accordance with snowball throwing.
Things to consider	• The students required focused on their speaking.	• The researcher should know to control the class and time arrangement during applying the snowball throwing technique.

APPENDIX 22

THE ITEMS QUESTIONS IN CYCLE 1 TO CYCLE 2

The items that the researcher used to ask the students when conducting the post-test in

cycle 1

1. What is your name?
2. Where do you live?
3. What is your hobby/ are your hobbies?
4. What is your favorite color/ are you favorite colors?
5. What is your favorite food?
6. What is your father/mother job?
7. How many people in your family?
8. What is your sister/brother name?

The items the researcher used to ask the students when conducting the post-test in

cycle 2

1. What time do you go to school?
2. What time do you wake in the morning?
3. What time do you take bath?
4. What time do you have dinner?
5. What time do you do your homework?
6. What time do you play with your friend?

DOCUMENTATION

This photo was the first meeting of cycle 1 when the researcher explained the lesson and students were implementing the snowball throwing technique.

These photos were the second meeting of cycle 1 when students was conducting the snowball throwing technique.

The first photo was the third meeting of cycle 1, the first photo was the researcher asked to the leader of each group to collect the question. Besides, the second one was when the researcher carried out the post test of cycle 1 by using an interview.

Two of these photos were the first meeting of cycle 2 when the researcher used the green plastic ball in conducting the snowball throwing technique.

These photos were the researcher was taking the second meeting of cycle 2 by using the big ball then before. Then, the first photo was the researcher described the lesson then the last one was the students in implementing the snowball throwing technique.

Three of these photos were the moments when the researcher conducting the last meeting of cycle 2, the researcher utilized the big soccer ball this time.

These photos were the post-test of cycle 2

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Junior High School : SMP N 1 Kotabunan   (2009-2011)

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