

**IMPROVING THE STUDENTS' SPEAKING SKILL
BY IMPLEMENTING SNOWBALL THROWING TECHNIQUE
AT EIGHT GRADE STUDENTS OF JUNIOR HIGH SCHOOL
OF NURUL ISLAM JEMBERIN ACADEMIC YEAR 2020/2021**

THESIS

Presented to
State Institute of Islamic Studies of Jember in partial fulfillment of the
requirements for Bachelor Degree (S.Pd)
English Education Department
Faculty of Tarbiyah and Teacher Training



By:

FITRIYA
SRN. T20166017

IAIN JEMBER

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE ISLAMIC INSTITUTE OF JEMBER
JULY 2021**

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Has been examined and approved as the requirements to obtain abachelor degree
of *Sarjana Pendidikan* (S.Pd)
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English Education Department

Day : Friday
Date : 02nd of July 2021

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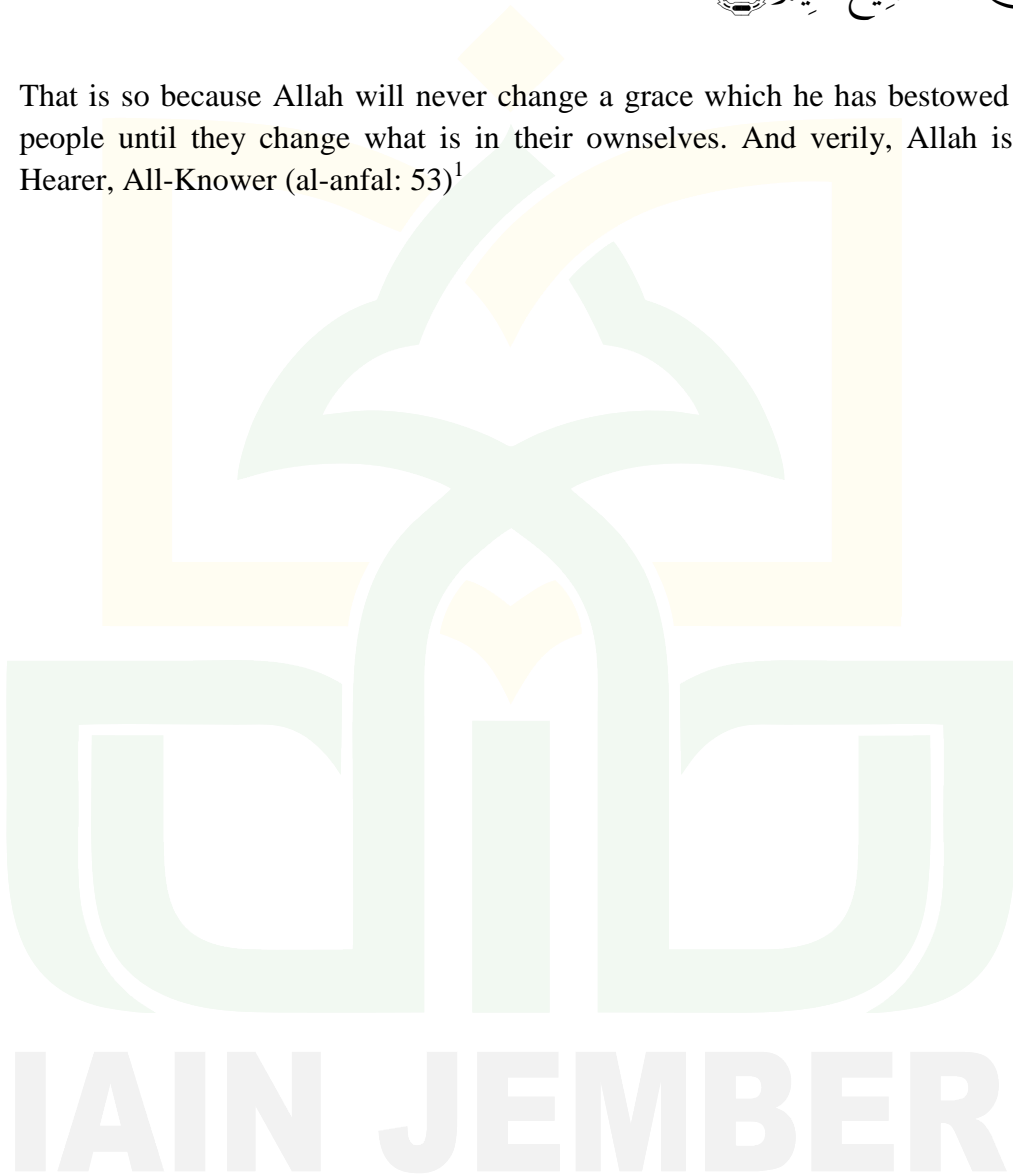
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MOTTO

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ ﴿٥٣﴾

That is so because Allah will never change a grace which he has bestowed on a people until they change what is in their ourselves. And verily, Allah is All-Hearer, All-Knower (al-anfal: 53)¹



¹Muhammad Taqi-ud Din Al-hilali and Muhammad Muhsin Khan, *The Noble Quran, terj* (Medina Dar-us Salam ublication, 1996), 239

DEDICATION

This thesis dedicated to my beloved:

- 1. My beloved Parents, my dad Nimun and my Mom Sri Handayani who always give me the best prayers and have given me the opportunity to receive education up to Bachelor Degree*
- 2. My beloved young sisters Sinta Dwi Astutik, who always support me*
- 3. My classmates of English Department (Extraordinary class), the big family of English Association IAIN Jember and the other friends who have accompanied me in the process of becoming a better person.*



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT; the lord of the universe, the master of the day that has given us the blessing. So that, the writer is in good health to finish this thesis. This thesis is as a responsibility of every students at the end of the study. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “Improving the students’ speaking skill by implementing snowball throwing technique at eight grade students of junior high school of Nurul Islam Jember in Academic Year 2020/2021”

I also fully aware that the undergraduate thesis could never finish without help and support from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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6. My beloved lecturers who have always been patient to teach me about English and general knowledge.
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8. My students VIII D class of SMP Nurul Islam Jember who helped me to accomplish the process of research.

I wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 01st June 2021

The Researcher,

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ABSTRACT

Fitriya, 2021.*Improving the students' speaking skill by implementing snowball throwing technique at eight grade students of junior high school of Nurul Islam Jember in academic year 2020/2021.*

Key Words: Snowball throwing technique, speaking skill

Speaking skill is one of the abilities which are very important in studying language because it is used to express ideas, feeling, and thoughts. The aim of this research was to find out whether the implementation of Snowball throwing technique can improve students' speaking skill among the eight grade students of SMP Nurul Islam Jember. The focused on this research is speaking skill. It is related to the problem identification that students felt difficult to share ideas because they were unconfident, nervous, and shy to speak in front of their friends due to the lack of vocabulary and pronunciation.

This research was conducted at class VIII D of SMP Nurul Islam Jember. This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consisted of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. The cycle was applied on November 2020 which consisted of three meetings, two meetings for implementing the action and one meeting for students' speaking test or post test. In planning the action, the researcher and collaborator prepared lesson plan based on the data from preliminary study which refers to the problem found, the material and observation sheet. Furthermore, in implementing the action, the researcher as the practitioner applied the planning in teaching learning process by implementing snowball throwing technique. Next, observing was the process of collecting the data from the implementation, the researcher and collaborator observed all of the classroom activities during the implementation of the action. The last was reflecting, in this process the researcher and collaborator analyzed that the data taken from observation and compared with the criteria of succes which 70% of students had to reach the target score that was 75. The subject of this research was twenty eight of class VIII D of SMP Nurul Islam Jember.

The result of this research showed that there was improvement of the students' speaking skill. It could be seen from the result of the test which improved. The mean score of the pre-test was 55.46 the mean score of post-test 1 was 65.35. The mean score of post-test 2 was 79.46. The percentage of students who passed the minimum score in pre-test was 21%, in cyle 1 was 46%, and cycle 2 was 78%. It can be concluded that there were improvement of students' speaking skill by implementing snowball throwing technique.

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CHAPTER I

INTRODUCTION

This section presents an introduction of the research. The parts of this chapter are research background, research question, research objective, the significance of the research, limitation of the research and definition of key terms.

A. Background of the research

Nowadays, in Indonesia, English becomes the subject that must be learned at school, it is related to the Indonesian curriculum of 2013 that stated since Junior High School, English is one of compulsory lesson for students.¹ It means that the students must be able to master English. In learning English, students should master four skills, namely reading, speaking, listening, and writing.

Speaking is one of the basic skills that should be mastered by students because by speaking we can express our ideas, exchange the information and we can share our feeling with other people. As stated by Matthew speaking is a process where people share information, ideas, and feeling². It means that, the function of speaking is to be able to communicate or express an idea.

Speaking is one of basic skill that requires the process of communicative competence, vocabulary, pronunciation, fluency, grammar and comprehension in order to build a good communication. It is stated in Al-Quran surah Ar-

Rahman verse 3-4:

¹Sinta Elvira Puspita Mei, *The Effectiveness of Using Snowball Throwing Technique Towards the Students' Speaking Skill Mastery*. State Islamic Institute of Tulungagung, 2016.1.

²Gusfina Rahmawati, Desvalini Anwar, " *Implementing Hot Seat Game to teach vocabulary as a part of Speaking Activities as Senior High School*" *Journal of English Language Teaching*. Vol. 7. No. 3,(September 2018), 388

خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

Meaning :

“He Created man, he taught him eloquent speech”³

From the *surah* above, we can conclude that as the teacher we have to deliver the materials as clear as possible. Of course, the teachers need to speak clearly in order to make the students understand well about the materials. Therefore, speaking has main role in education and the main poin in speaking is how we make our partner understand what we are talking about.

As we know that, speaking is very important because by speaking we can communicate, express an opinion and express all of our feelings. Person who has the ability to speak would be easier to convey opinion to others well. The other way, person who does not have good ability to speak will be difficult to convey his opinion to others. Likewise, while in the classroom, students who have a good speaking ability would be easier to express an opinion rather than students whohavea lack ability.

However, in teaching and learning English process, mostof students think that speaking is often considered as the most difficult skill to be learned.⁴

In fact, in teaching and learning speakingthe teacher is still using hand book or *LKS*, the students only listen and take a note. This condition can make the students feel bored, they are also lazy and not interested to learn.In the process of speaking, students often make mistake. Many students find some difficulties

³Muhammad Taqi-ud Din Al-hilali and Muhammad Muhsin Khan, *The Nobel Quran, terj* (Medina Dar-us Salam ublication, 1996),728

⁴Mariana Lidya, Melviana, “ *Classroom Discussion: An Activity to Promote Speaking in a Foreign Language*” Tell-us Journal. Vol. 2 No. 2, (Desember 2016),95

in speaking. Such as less capability in vocabulary, difficult to pronounce some words, difficult to express their ideas or opinion orally, they do not have self confidence to speak English like they speak in Indonesian, they are afraid to make mistake when they speak English, they are still nervous and sometimes lose their ability.⁵ It was related to the result of the researcher's observation and interview with the English teacher, on Tuesday, 28th of July 2020 in SMP Nurul Islam Jember. Based on the preliminary study, the researcher found that there were some problems in speaking faced by the students. Firstly, the students were confused to speak. Secondly, the students had lack English vocabulary. Thirdly, they did not know how to pronounce words as well. Lastly, the students were nervous when they had to speak in front of their friends. Furthermore, the students lacked of practices in the speaking class. Mostly, the students just memorized all the sentences in the conversation book without knowing the meaning, and the way to speak the sentences properly. Therefore, at 8th Grade of SMP Nurul Islam Jember, when the researcher got preliminary test, only 21% from 28 students who could speak English well in front of the class. It indicated that only 6 of students achieved the target score. It was obvious that more than half of all the students need to improve their speaking skill because in this school, the minimal mastery level criterion (KKM) is 75 (seventy five). The researcher discussed with the English teacher about the criterion of success, they decided it would be 70% (seventy persen) of students must be achieved the criteria of succes. On the other hand, the

⁵Gusfina Rahmawati, Desvalini Anwar, 388

teacher taught the students by using role play strategy to improve their speaking skill, but this strategy still had not given significant improvement to the students' speaking skill. The students were still lazy, bored and felt sleepy because the situation in the class was still monotonous. The students were still nervous when they have to speak in front of the class. They still had lack of vocabularies in producing sentences. So, there was no improvement in their speaking skill. If the teacher wanted to make the speaking class become active, the teacher should make the condition of class become interesting that can motivate the students to learn speaking. It could be done by using interesting technique, material, and tasks that involve all the students to be active in speaking class. From the explanation above, the researcher assumed that the students needed something new that can make them feel enjoy, be spirit and be active in teaching and learning process to improve their speaking skill. For teaching speaking in Junior High School, realizing that teaching speaking was not easy, therefore, a certain technique was needed because technique was one of the important factors in teaching learning process.

In teaching speaking, there were many techniques that could be applied. Such as role play, guessing game, using picture, story telling and snowball throwing. Brown stated that technique also commonly referred to by other term, any of a wide variety of exercise, activity, or task used in the language classroom for realizing lesson objective.⁶ It means that, technique was the activity took place in the teaching and learning process. A technique was a way

⁶H. Douglas Brown, *Teaching by Principle an interactive Approach to Language Pedagogy*, (Second Edition , Longman : 2000), 16

the classroom activities were integrated into lessons and used as the basis for teaching and learning. From the explanation above, the teacher could use one of the techniques because technique had many advantages and could be an alternative way to overcome students' difficulties in speaking skill. In fact, the students could improve their speaking skill. The teacher could use story telling to teach speaking. It helped the students to express ideas in the format of beginning, developing, and ending, including the characters. Students could briefly summarize a tale or story they heard from somebody briefly, or they might create their own stories to tell to their classmate. Besides, the teacher could use guessing game. Guessing game is a game in which the object is to guess some kind of information, such as a word, a phrase, or the location of object. Another technique was brainstorming. The students could produce ideas in a limited time. Depending on the context, either individual or group, brainstorming was effective and learners could generate ideas quickly and freely.

Hence, in this research the researcher used an appropriate technique that was Snowball Throwing Technique. Snowball Throwing Technique was one of the techniques in English teaching and learning process. It is a learning model used to get answer which created by the students. Snowball Throwing Technique was successful cooperative learning because each member worked alone first and then presented to group, thus the students were discouraged from either doing nothing. As reported by Suprijono, Snowball Throwing is used to train students to be more responsive to receive messages from other

students in the form of snowballs made of paper and to convey messages to friends in their group.⁷ It means that, the students divided to be several groups would train their thinking to receive the information to their friends in a group. By using Snowball Throwing Technique in learning speaking, the students would be fun, relax, and interested.

In addition, there were many researchers showed that Snowball Throwing Technique was an appropriate technique to make students be active in the class and could improve their speaking skill and also their speaking test score. There were some previous studies which had research about it. Firstly, a research conducted by Sinta Elvira Puspita Mei from State Institute of Islamic Studies Tulungagung entitled “The Effectiveness of Using Snowball Throwing Technique toward the Students’ Speaking Skill Mastery”.⁸ The result showed that Snowball Throwing Technique could improve the students’ speaking skill. The use of Snowball Throwing Technique could be effective to enhance student’s motivation. The next researcher came from Alvi Nurul Muhimmah from State Institute for Islamic Studies of Metro entitled “The Use of Snowball Throwing Technique to Improve the Speaking Performance among the Seventh Grade Students of MTsN 1 Lampung Timur”.⁹ The result of this research showed that there was improvement in students’ speaking

⁷Yuli Wahyuni, *Teaching Grammar Through Snowball Throwing Technique in EFL Classroom*, Jurnal Ilmu Sosial Pendidikan, dan Humaniora. Vol. 3 No. 2, (Juni 2020), 65

⁸Sinta Elvira Puspita Mei, *The Effectiveness of Using Snowball Throwing Technique Towards the Students’ Speaking Skill Mastery*. State Islamic Institute of Tulungagung, 2016.

⁹Alvi Nurul Muhimmah, *The Use of Snowball Throwing Technique to Improve the Speaking Performance Among the Seventh Grade Students of MTsN 1 Lampung Timur*, State Institute for Islamic Studies of Metro, 2017.

performance. It means that using Snowball Throwing Technique to improve students speaking performance was successful.

Based on the previous researchers above, it could be concluded that Snowball Throwing Technique seemed to be a good alternative and effective technique in teaching English in SMP Nurul Islam Jember because this technique could make the students be more active in teaching and learning English process and also allowed the students to be creative in the class without being afraid of making mistakes and without being nervous in speaking. So, the researcher was interested to conduct the research entitled “Improving the students’ speaking skill by implementing Snowball Throwing Technique at class VIII D of Junior High School Nurul Islam Jember in Academic Year 2020/2021.”

B. RESEARCH QUESTION

Based on the previous background, the researcher formulated a research question as follows:

“How can Snowball Throwing Technique Improve the students’ speaking skill at class VIII D of Junior High School Nurul Islam Jember?”

C. RESEARCH OBJECTIVE

Based on the research question above, the objective of this study was to find out the improvement of students’ speaking skill in implementing Snowball Throwing Technique at SMP Nurul Islam Jember Academic Year 2020/2021.

D. SIGNIFICANT OF THE RESEARCH

This research was expected to give contributions to the language teaching and learning process as follows:

1. For the English teacher

This study would provide useful activities to improve students' speaking skill. The English teacher would learn that there are many things that can be done to make the class more lively and enjoyable to learn.

2. For the students

This research could make them become more active in the teaching and learning process, especially in speaking. The students would enjoy the excitement of movement strategy and learn how to speak in English through interesting activities.

3. For the future researchers

This research could be a source to conduct further research relevant to the problem especially for those who study in English Education Department.

E. SCOPE OF STUDY

Based on some problems above, the researcher focused on improving students' speaking skill by implementing Snowball Throwing Technique at the Eight Grade of SMP Nuris Jember especially in class VIII D in Academic Year 2019/2020. In conducting the research, the researcher did collaboration with the English teacher in implementing the movement technique during teaching and learning process.

F. DEFINITION OF KEY TERMS

1. Snowball Throwing Technique is one of the technique in English teaching learning process. Snowball throwing encourages the students to be active in speaking participation in the classroom, because this technique consists of a rich communication in which the students must be active. Snowball throwing technique have positive effecton the students memory development.
2. Speaking skill is the ability to speak in normal way. It is required in order tocreate communication. By having skill in speaking, the students can be hoped to communicate well with other in English.
3. CAR (Classroom Action Research) is a method of finding out what worksare best in your own classroom, so that you can improve student learning. CAR is more systematic and data based than personal reflection, but it is more informal and personal than formal educational research. In CAR, a teacher focuses on attention of problem or question about his or her own classroom. The goal of CAR is to improve our own teaching in our own classroom, so it can improve the sudents' learning activities.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents review of previous studies and theoretical framework.

A. Previous studies

There were several studies that had been carried out and related to this research, they are:

The first was a from Nurhidayanti entitled “Enriching Students’ Vocabulary through Snowball Throwing Technique at the Second Grade of MTsN Model of Makassar” . The population of this research was EightGrade students of MTsN Model of Makassar. This research aimed to find whether the use of snowball mapping technique was effective or not at all to increase the students’ vocabulary. This research focused on students’ vocabulary through procedures of snowball throwing technique. The vocabulary items that presented were noun and adjective. All of vocabularies were taken from the teacher’s hand book in the school. The research design was Quasi Experimental using “Non-equivalent Control Group Design”. It was conducted at the second year students of MTsN Model of Makassar. The class pointed to be the experimental class was VIII.3 which consisted of 40 students and the control class was VIII.2 which also consisted of 40 students. The data were analyzed by using descriptive statistics (frequency, mean score, and standard deviation) and inferential statistics (independent sample t-test). The result of the data indicated that there was a significant difference between

students' post-test in experimental class and control class. The mean score of posttest (73.025) in experimental class was greater than the mean score of post-test (69.925) in control class. The standard deviation of post-test (16.73) in experimental class was greater than the standard deviation of post-test in control class (16.919). From t-test, the researcher found that the value of t-test (26.056) was greater than t-table (2.890) at the level of significance (α) 0.05 with degree of freedom (df) = 78.¹⁰ It could be concluded that the application of snowball throwing technique was able to increase the students' vocabulary at the Second Grade of MTsN Model of Makassar.

The second research was conducted by Nani Sumarni entitled "The Influence of Snowball Throwing Strategy on the Students' Speaking Skill at the Second Year Students of SMPN 2 Sumberjaya Majalengka". The field of research was quantitative approach. The sample of research was 30 students. The research instrument used by the writer was: test. In analyzing the data the writer used the technique of calculation by means of T-test. After analyzing the data, the writer gave the test and the result of students' speaking skill before using snowball throwing strategy was "good enough". The result of students' speaking skill after using snowball strategy was "very good". And the result of students' mastery in speaking skill by using snowball throwing strategy is "good enough" categories of pre test and post test. Meanwhile, the calculation using "T-test" above, it can be known that result of the t-value observed (to) because students' speaking skill before using snowball throwing strategy was

¹⁰Nurhidayanti, *Enriching Students' Vocabulary through Snowball Throwing Technique at the Second Grade of MTsN Model of Makassar*, 2016, State Islamic University Makassar

“good enough”. It means that H_a was accepted and H_0 was refused. It indicated that there is a positive and significant influence of snowball throwing strategy on the students’ speaking skill at the second year students of SMPN 2 Sumberjaya.¹¹

The third was from Desi Kurniasari entitled “The Influence of Using Snowball Throwing Techique towards Students’ Reading Comprehension Ability in Descriptive Text at The First Semester Of Tenth Grade of SMA Negeri 1 Tanjung Raya in The Academic Year of 2018/2019”. The quasi experimental design was used in this research. The sample of research was two classes consisting of 34 students for experimental class and 33 students for control class. The treatments were held on 3 meetings for each class. In collecting the data, the writer used instrument in the form of multiple choice test. Before giving treatment, the pre-test was given for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, SPSS was to analyze the data to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and $\alpha = 0.05$. It show that H_a was accepted because Sig. < $\alpha = 0.000 < 0.05$. The result of this study showed that there was a significant influence of using snowball throwing technique towards students’ reading comprehension in descriptive text at the first semester of the

¹¹NaniSumarni, *The Influence of Snowball Throwing Strategy on the Students’ Speaking Skill at the Second Year Students of SMPN 2 SumberjayaMajalengka, SyekhNurjati State Institute for Islamic Studies Cirebon*, 2012.

Tenth Grade of SMA Negeri 1 Tanjung Raya.¹² It could be conclude that snowball throwing technique was an appropriate technique to improve students' reading comprehension in descriptive text.

The fourth was an article from Wahidin from State Institute of Islamic Studies of Palopo. The title is The Use of Snowball Throwing Technique (STT) in Teaching Reading at The Second Year Students of SMPN 8 Palopo. This research employed Classroom Action Research (CAR) with cycles: first cycle, second cycle. Each cycle consists of four steps: planning. Acting, observing, reflecting. Four meetings during the research cycle. Class VIII, three samples of this study, consisted of 20 students. The study result revealed that Cycle 2 was better than Cycle one scores. During the lesson, the students showed great enthusiasm. Cycle 2's mean score is 82,75, and the percentage of student activity observation The student reading mastery increases after Cycle 2.¹³ It can be said that there was students' improvement in reading after usingsnowball throwing technique.

The last was an article from Henny Susanty. The title is The Use Snowball Throwing Technique For Teaching Better ESL Speaking. This research was to investigate the effect of Snowball Throwing Technique (STT) application in teaching speaking to the eleventh grade students of a senior high school in Banda Aceh. The topic given to the students was the expression of

¹²DesiKurniasari, *The Influence of Using Snowball Throwing Technique Towards Students' Reading Comprehension Ability in Descriptive Text at The First Semester Of Tenth Grade of SMA Negeri 1 Tanjung Raya in The Academic Year of 2018/2019*, State University of Islamic Studies RadenIntan Lampung, 2019.

¹³Wahidin, The Use of Snowball Throwing in Teaching Reading at The Second Year Students of SMPN 8 Palopo. *Journal of English Language Teaching and Learning*, Vol 1 No 1, August 2020

asking and giving opinion and suggestion. A number of 29 students were randomly selected for the experimental class (EC) and another 29 students for the control class (CC). The data of this research was collected by giving the pre-test and post-test, and analyzed using statistical formula including mean, standard deviation, and t-test. The results showed that the mean of the post-test of EC was 48.51, while the mean of CC was 42.43. The mean score of the pre-test of EC was 38.58, and the mean score of CC was 38.89. In order to prove the hypothesis, the t-test score of EC was compared with the t-table score, and the result of t-test of the post-test of EC and CC was 1.38 while the result of t-table at a level of significance with $\alpha=0.05$ is 2.048.¹⁴ It is mean that, the STT can be an alternative technique to be applied by the teachers.

Table 2.1

The similarities and differences between the previous research and this research are presented in the following table.

No	Name and Tittle	Similarities	Differences
1	2	3	4
	A thesis written by Nurhidayanti entitled "Enriching Students' Vocabulary through Snowball Throwing Technique at the Second Grade of MTsN Model of Makassar"	This current research and the previous research used Snowball Throwing Technique	<ol style="list-style-type: none"> 1. The previous research used Quasi Experimental as the method "Nonequivalent Control Group Design while this research used classroom action research 2. The previous research focused on vocabulary

¹⁴Henny Susanty, Use of Snowball Throwing Technique For Teaching Better ESL Speaking, University of Syiah Kuala Banda Aceh, English Education Journal Vol 7 No 1, January 2016

			while this research focused on speaking skill
2.	A thesis written by Nani Sumarni (2012) entitled The Influence of Snowball Throwing Strategy on the Students' Speaking Skill at the Second Year Students of SMPN 2 Sumberjaya Majalengka	<ol style="list-style-type: none"> 1. Both researchers focused on speaking skill. 2. This current research and the previous research used Snowball Throwing 3. Both researchers focused on Junior High School 	The previous method was quantitative approach while this research used classroom action research
3.	Desi Kurniasari entitle The Influence of Using Snowball Throwing Technique Towards Students' Reading Comprehension in Descriptive Text at The First Semester Of Tenth Grade of SMA Negeri 1 Tanjung Raya in The Academic Year of 2018/2019	Both researchers used Snowball Throwing	<ol style="list-style-type: none"> 1. The previous method was experimental design while this research used classroom action research 2. The previous research focused on reading comprehension while this research focused on speaking skill 3. The subject of previous research was Senior High School while the subject of this research was Junior High School. 4. The material of previous research was about descriptive text while the material of this research was about describing things of a large or small quantity.
4	Wahidin entitled The Use of Snowball Throwing Technique in Teaching	<ol style="list-style-type: none"> 1. This current research and previous 	<ol style="list-style-type: none"> 1. The material of previous research was about narrative text

	Reading at The Second Year Students of SMPN 8 Palopo.	<p>research are classroom action research</p> <p>2. This current research and the previous research used snowball throwing technique</p>	<p>while the material of this research was about describing things of a large or small quantity.</p> <p>2. The previous research focused on reading while this research focused on speaking skill</p>
5	Henny Susanty. The title is The Use Snowball Throwing Technique For Teaching Better ESL Speaking	<p>1. Both researcher used snowball throwing technique</p> <p>2. Both researchers focused on speaking</p>	<p>1. The previous method was experimental quantitative research while this research used classroom action research</p> <p>2. The material of previous research was about asking and giving opinion and suggestion.</p>

So, by reading the previous researches above, the researcher concluded that there were similarities and differences between the writer's research and the previous research. The similarity of previous research and the writer's research used Snowball Throwing in teaching speaking and the distinction between these researchers was about the material that used by the researchers.

The previous research used snowball throwing to teach reading comprehension through descriptive text included size, color, and etc. and this research used snowball throwing to teach speaking in describing things of a large or small quantity. The previous research used experimental method while this research used Classroom Action Research (CAR).

The position of this research is not to repeat previous studies but to develop previous studies. Hence, this research is the use of snowball throwing technique in descriptive text material but this research focused on describing quantity. For the other researcher who will do the same research with the same technique, they can use snowball throwing technique that related to the material.

B. Theoretical Framework

1. Speaking

a. Concept of Speaking Skill

Speaking skill is one of the basic language skill that has important role rather than other skills due to its significant and its use for communication. So that, the researcher will explain about the nature of speaking itself in order to give the obvious information about what speaking is.

However, Harmer defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process in formation and language ‘on the spot’.¹⁵ It means that speaking is an ability which indicate that someone kow and understand about how to use the language feature. Besides, in speaking someone can produce their mind to the words directly.

According to Kathleen, speaking is one of four skills in learning English as foreign language. It is categorized as productive

¹⁵Jeremy Harmer, *The Practice of English Language Teaching*, (Thrid Edition Completely Revised and Update, 2001), 275

skill. Speaking is producing a verbal utterance to convey the meaning.¹⁶ Speaking means we orally deliver something which has meaning to express the feeling, condition and ideas. Meanwhile, Donough and Shaw stated that there are some reasons for speaking involved expressing ideas and opinions, such as expressing a wish or a desire to do something, negotiating and solving a particular problem, and establishing and maintaining social relationship. Besides, fluency, accuracy, and confidence are important goal in speaking.¹⁷ Therefore, as a language skill, speaking becomes an important component to be mastered by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly on what we have in our minds.

Based on three definitions of speaking above, the researcher can assume that speaking can be interpreted as a delivered intent (ideas, thoughts, concept) to other people by using spoken language so that the intent can be understood by others and speaking also can be understood as a skill to say a string of words in order what is in their mind can be clearly described and accepted by the listeners. The art of speaking is very vital, especially for leaders, we all know that much evidence of speech can be the beginning of a change in the history of nation. A good communication will create a good relationship between the speaker and the listener. Sometimes, the meaning to be conveyed is

¹⁶Mariana Lidya, Melviana, “ *Classroom Discussion: An Activity to Promote Speaking in a Foreign Language*” Tell-us Journal. Vol. 2 No. 2, (Desember 2016), 90

¹⁷Gusfina Rahmawati, Desvalini Anwar, 384

not necessarily in accordance with what is received by our interlocutors. Therefore, we need some good and correct ways in speaking in order both parties feel comfortable during the conversation and the intent to be conveyed can be conveyed properly.

b. Elements of speaking

The good speaker is a speaker who knows the linguistics of the language and how to apply into the words. In order to the speaker will express their ideas, feelings, and information well and people also understand the meaning of speakers' utterance. According to Brown, there are five elements of speaking. The following five elements are¹⁸:

1) Pronunciation

Pronunciation is the process of learning accent that is not like learning grammar and vocabulary, which are very systematic and complex. We must pay attention to our pronunciation in speaking because people evaluate our speaking from our pronunciation. Most of Indonesians do not study about pronunciation, so they use their own regional dialect in speaking English. In learning pronunciation, we can start from the easiest thing such as how to read their dictionary. For example, if we want to study about British accent, we can study Oxford dictionary and if we want to learn about American accent, we can study Longman dictionary. In these two

¹⁸Jeremy Harmer, *How to Teach English* (harlow: Pearson Educated Limited, 2007), 343

dictionaries, we can learn about vowel, consonant, pop sound, final sound, syllable and stresses.

2) Grammar

Grammar is the set of structured rules that arrange the composition of phrase and word in any language.

3) Vocabulary

Language learning cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing.¹⁹

So the writer can conclude that vocabulary is an important aspect of speaking. If we do not master many vocabularies, it will be difficult to arrange sentences and to express our thoughts.

4) Fluency

Day by day, definitions of fluency are often based on listener's impression of smooth and effort less, native-like speech, but the numerous definitions of fluency that have appeared in research literature (Chambers, 1997) imply that it is a complex and multi-faceted, fluid concept. Fluency has been analyzed not only quantitatively as speech temporal phenomenon with a focus on

¹⁹ Marianne Celc e-Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle, 2001), 285

automation, speech rate and length of pauses, qualitatively as increasing length of linguistic units.²⁰

5) Comprehension

Comprehension becomes an important factor in speaking. It measures the understanding of conversation. It is the study on how well students understand a language. In sum, comprehension can be defined as the ability to understand about spoken English. Comprehension in speaking is the aim of many language learners. From the explanation above, this research used pronunciation, vocabulary, fluency, and grammar. The aspect of speaking that would be researched. This subject of this research was junior high school students, so it was enough to use only four components.

c. Types of Speaking

Brown divided the types of speaking into five parts, they are:²¹

1) Imitative

This type is like a simply parrot back. It is only imitate the word or a phrase or probably a sentence. The listening skill has a role-play here because the speaker must listen and imitate it.

²⁰ Heini, "Teaching Speaking", Apples. Vol.13. No. 1, vertaisarvioitu kollegial granskad peer 2019, 98

²¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New York: Longman, 2004), 141-142

2) Intensive

This type is focus on the ability to produce a short stretches of oral language, design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonology relationship. The example is directed respond task and read aloud.

3) Responsive

This type is the ability to perform the short standard conversation, greeting and small talk, simple request, and command.

4) Interactive

The characteristic of interactive type is same with the responsive type. The difference is in the length and complexity of the interaction, which sometime include the multiple participants.

5) Extensive

This type is oral production task including speeches, oral presentation, and storytelling.

Based on the explanation above, this research focused on intensive speaking because it was related to the definition of intensive speaking that is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements, intonation, stress, rhythm, juncture).

d. Function of Speaking

In teaching learning process, the students must be active. But in fact, the students are more passive, especially in speaking class. Actually, speaking class is expected to make the students accustom themselves to express their ideas or mind to the words in orally. According to Brown and Yule, speaking has three functions, as follows:²²

1) Talk as interaction

Talk as interactions refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The main features of talk as interaction:

- a) Has a primarily social function
- b) Reflect role relationship
- c) Reflect speaker’s identity
- d) May be formal or casual
- e) Uses conversational conventions
- f) Reflects degress or politeness
- g) Employs many generic words
- h) Uses conversational register
- i) Jointly constructed

²²Dian Fitriana, “*Improving the Speaking Skill Through Guessing Games Of The Seventh Grade Of SMP Muhammadiyah 1 Seyegan Yogyakarta In The Academic Year Of 2012/2013*”, (Thesis, Yogyakarta State Unversity, 2012), 22

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. For example, classroom group discussion, making a telephone, asking direction, ordering food, etc. The main features of talk as transaction are:

- a) It has a primary information focus
- b) The main focus is on the message and not the participants.
- c) Participants employ communicating strategies to make themselves understood.
- d) There may be frequent questions, repetition, and comprehension checks, as in the example from the preceding classroom lesson.
- e) There may be negotiation and digression.
- f) Linguistic accuracy is not always important.

3) Talk as performance

This refers to public talk, that is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. The main features of talk as performance are:

- a) A focus on both message and audience.
- b) Predictable organization and sequencing
- c) Importance of both form and accuracy.
- d) Language is more like written language.
- e) Often monologue.

Based on the explanation above, speaking skill is very important in our life. By speaking, people can communicate and transfer their ideas with others. After knowing the function of speaking, it is hoped that people can join to the circle of communication.

e. Concept of Teaching Speaking.

Teaching speaking is one of ways that can be used in order learners can understand about the meaning of communication. Brown states that teaching is in guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning and showing or helping someone to learn how to do something.²³ It means that the teacher should be done in the teaching process based on experience, knowledge, and the material preparation. The principle will help the teachers to conduct speaking class. They are²⁴:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

²³H. Douglas Brown, *Principle of Language Learning and Teaching*, (Addison Wesley Longman, New York, 2000), 7

²⁴H. Douglas Brown, 275-276

- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies

Based on the explanation above, it can be concluded that if the teacher is applying every points in this principle of designing into teaching speaking, so it will be easy for the them using an active English teaching and learning process because the purpose of the teaching English especially speaking is to develop students' ability by using English in their speaking activity.

Teaching speaking as a foreign language is a difficult things especially in ourcountry, because in teaching-learning process the students rarely in use thelanguage. They still use native language, even they often use local language inclass. As a teacher, we should encourage to change the habit and start to speakEnglish by ourselves and then try to communicate with our teacher. According toHarmer, the teacher needs to play a number of different roles. There are threekinds of teacher roles in teaching speaking²⁵:

²⁵Jeremy Harmer, *How to Teach English* (harlow: Pearson Educated Limited, 2007), 275

1) Prompter

Students sometimes get lost, can not to think of what to say next, or in some other way lose the fluency we expect of them.

2) Participants

Teachers should be good animators when asking students to produce language. Sometimes, this can be achieved by setting up an activity clearly and with enthusiasm.

3) Feedback provider

When and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

It means the roles of the teacher in the class is very important.

Teacher can be a prompter, participant, and feedback provider.

The teacher can help the students to change their habit to be able to speak English in daily activities. The students not only need practice their English habitually but also the students need partner to express their ability in order they can transfer their mind and what they want to say to be clearly.

2. Technique of speaking

a. Definition of technique

Teaching technique helps both the teachers and students in teaching and learning process, especially to encourage students' ability in learning. Teaching technique also help both teachers and students in teaching speaking process, especially to encourage

students' ability and understand the material given. In addition, learning technique is also able to make learning process more better. The purpose is the teaching can be delivered in accordance with environmental conditions, student's condition, the ability of teachers and students, and learning can take place in a variety of ways, in a pleasant, joyful atmosphere so the material delivered by the teacher is right on the target according to the circumstances and students ability. Hence, the teacher is able to implement the method specifically in order the teacher can carry out more varied learning in the same method but different technique. There are many techniques that we can use in learning process such as cooperative learning, collaborative learning, and based learning. But, the researcher focused on cooperative learning in doing this research.

b. Kinds of Technique

There are many techniques in cooperative learning that can be used by the teacher as follows:²⁶

1) Jigsaw

In this model, teacher divides the class into some groups with heterogeneous ability (low, middle, and high ability). This is random group then, each student is required to learn the material partly. Then, the students who have the same material should study the material together in the group that is called expert group

²⁶Gennedy Amanu Mulyadi, *The implementation of cooperative learning type snowball throwing in accounting education to improve student learning independence class x AK 1 SMK 1 Klaten*, Yogyakarta State University, 2015

(Counterpart Group/CG). In the expert group, students are discussing the same material. Afterwards, students are back to their group before and explain the material that has been discussed in the expert group into their group.

2) NHT (Numbered Heads Together)

In this model, student are requested to number their head in the group 1-4. When teacher asks the question, teacher just calls the number and then all students who has the number will answer. Teacher will mark the students that have the right answer and enrich the answer by discussion.

3) TPS (Think Pair Share)

In this model, each studentis required to think about the questions that given. Afterwards, the stdents should discuss their idea about the question with their classmate. And then, teacher collects the arguments and the answer.

4) TSTS (Two Stay Two Stray)

This model is giving a chance to the other groups to receive the result and information. It is done by visiting each group to share the information

5) Snowball Throwing

In this model, after the teacher gives the material, each student writes a question in a paper about the material. The paper

will be rounded and threw into other students. The students who receive the paper should answer the question.

By reading those kinds of techniques above, the researcher used snowbal trowing in speaking learning because the advantages of snowball trowing were able to reduce the student's problems that happened in SMP Nuris Jember

3. Snowball Throwing Technique

a. Concept of Snowball Throwing Technique

Snowball throwing is one of techniques in cooperative learning, Snowball Throwing can be interpreted. According to Bayor in Jumantan Hamdayana, Snowball Throwing is one model of active learning which in practice involves many students. The role of teachers here are only as a landing early on the topic of learning and further, the control of the course of study.²⁷

Harris and Bell stated that is broken up into smaller group at the outset, and each small group is given a specific question to discuss. All groups then meet together as one group to discuss the output of the smaller groups. This method allows more issues to be covered in less time, allows everyone to participate actively, and prevents the discussion being dominated byone or two individuals.²⁸ It means that snowball throwing technique can improve students learning outcomes

²⁷Sinta Elvira Puspita Mei, *The Effectiveness of Using Snowball Throwing Technique Towards the Students' Speaking Skill Mastery*. State Isamic Institute of Tulungagung, 2016. 16

²⁸Alvi Nurul Muhimmah, *The Use of Snowball Throwing Technique to Improve the Speaking Performance Among the Seventh Grade Students of MTsN 1 Lampung Timur*, State Institute for Islamic Studies of Metro, 2017, 19

especially in speaking. So, the teacher do not just use book as a tool in teaching learning process. According to Shoimin, snowball throwing is the development of the discussion learning model and part of cooperative learning.²⁹ It means that snowball throwing is the development of the discussion learning model

It can be concluded that snowball throwing is one of techniques in cooperative learning. It is one of an active learning technique which involves a lot of students' participation in learning. It encourages students to be active in learning and speaking participation in the classroom. Snowball throwing is useful strategy in teaching speaking. It provides students to extend speaking practice.

b. Procedure of Snowball throwing

According to Suprijono, some steps of implementing Snowball Throwing Technique in the classroom are as follows:³⁰

- 1) The material learnt will be delivered by the teacher,
- 2) The students are asked to make groups and choose a leader of each group to give explanation more to the members in the group.
- 3) The leader back to the group and give explanation to the members.
- 4) Every student prepares a question and writes the question on the paper.

²⁹Aris Shoimin, *Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruzz Media, 2014), 174

³⁰Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pusaka Pelajar, 2013), 129

- 5) The questions are made into a ball and tossed one student to another student about 15 minutes.
- 6) Then every student has one ball or one question could give the opportunity for students to answer questions that are written in ball-shaped paper in turn
- 7) Evaluation.
- 8) Conclusion

So, in this activity, the students do not only think, write, ask question and talk but also they do a physical activity that is rolling paper and throwing it to the other students.

c. Advantages of Using snowball throwing technique

Aris Soimin stated that there are some advantages of using snowball throwing technique :³¹

- 1) Learning environment for students like to play by throwing the paper ball to another student.
- 2) The students have the opportunity to develop thinking skills because they are given the opportunity to create questions and give the questions to other students.
- 3) Make the students ready with a variety of possibilities because the students do not know the questions made by the other students.
- 4) The students are actively involved in learning process.

³¹ArisShoimin,176-177

- 5) The teacher is not too bothered to make media for students directly involved in the practice.
- 6) The learning process becomes more effective
- 7) Cognitive, effective and psychomotor aspects can be achieved.

d. Teaching Speaking in Junior High School

The students of Junior High Schools are usually categorized as teenagers. They are ranged between Twelve to Eighteen years old. According to Brown, in teaching speaking to the Junior High School students, there are many factors that influence the success of teaching speaking. There are surrounding ego, self image, and self-esteem at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities.

In teaching of speaking learning styles for teenagers are very important. Spratt, Pulverness, and Williams state that learning styles are the ways in which a learner naturally prefers to take in, process and remember information and skills. Here are some teenagers' characteristics imaturity that influence language learning:

- 1) The teenagers start to keep still for longer periods but still need to move
- 2) The teenagers' concentration develops,
- 3) The teenagers begin to learn in an abstract way, i.e. through thinking, as well as experiencing,

- 4) The teenagers begin to control and plan their own behavior,
- 5) The teenagers may worry about what others think of them,
- 6) The teenagers are sometimes uncomfortably aware of themselves and/or their action,
- 7) The teenagers pay attention to meaning and increasingly to form,
- 8) The teenagers begin to increase their experience of life.³²

e. Teaching Speaking by using snowball throwing technique in SMP

In Indonesia, Junior High Schools students are those students in the range of ages of 12 to 14. This range of ages up to 17-18 years old is embraced under the term “teenagers” or “adolescents”. There are some characteristics of teenagers in maturity that influence language learning such as the teenagers start to keep still for longer periods but still need to move, the teenagers begin to learn in an abstract way, the teenagers are sometimes uncomfortably aware of themselves and/or their action. According to Brown the “terrible teens” are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Therefore, it will need a very special set of consideration in teaching teenagers.³³

As discussed above, teaching technique is one of the most important elements affecting the English teaching and learning process including teaching speaking. The application of an appropriate teaching technique such as using snowball throwing is very essential in

³²Dian Fitriana, 26

³³H. Douglas Brown, *Principle of Language Learning and Teaching*, (Addison Wesley Longman, New York, 2000), 92

determining the success of the teaching and learning process. In speaking, the appropriate technique can give a lot of opportunities to practice pronunciation and communication ability. In other words, students will get knowledge or input from technique. Snowball Throwing Technique is designed to be implemented in the English teaching and learning in speaking lesson. The concept of Snowball Throwing Technique which gives priority to students' involvement and cooperation during the learning process, gives benefits for the students to improve their speaking motivation, confidence, independence, and social skills. Besides, Snowball Throwing Technique also helps the teacher to create an enjoyable learning which can maximize the effectiveness of teaching and learning process in speaking.

There are many principles for teaching speaking which should be considered before applying a particular teaching strategy. Speaking is not a passive activity, so the teacher should give the students opportunities to develop their fluency and accuracy. In this case, Snowball Throwing can arouse students' motivation in learning. During the learning process, students are led to help each other in groups. They also motivate and encourage each other to make a maximum effort in performing their tasks, so it can improve students' responsibility to do the best for both themselves and their group.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the research method applied in this research. It includes research setting, research design and procedure, data collection technique, data analysis technique and achievement indicator.

A. Research design

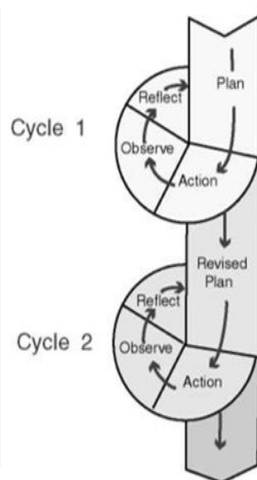
In this study, the researcher used Classroom Action Research (CAR). According to Michael J. Wallace, “Classroom Action Research (CAR) is type of classroom research carried out by the teacher in order to solve the problem or to find the answer toward context-specific issues”.³⁴ It means that Classroom Action Research is the strategies to find out what the best way in the classroom to solve the problem of speaking skill in the classroom by the teacher. Classroom Action Research is research aimed to improve the quality of learning practice that focuses on the process of teaching and learning in the class. Classroom Action Research (CAR) was collaborative research. The strategy of the acting depends on reflection done by the researcher and collaborator (the teacher). And it was important that the researcher and collaborator to make a note and made strtaegy. The researcher and the collaborator implemented the technique to solve the problem.

The Classroom Action Research design used in this research was a collaborative classroom action research. It means that the researcher collaborates with English teacher of SMP Nurul Islam as the observer and

³⁴Michael J. Wallace, *action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006),5

collaborator. In conducting this research, the researchers role was as an English teacher who taught English especially speaking. While the real English teachers role is as an observer or collaborator who observed the action of the research while teaching and learning activities happened in the classroom. Also she acted as collaborator together with the researcher in designing lesson plan and carrying out the reflection.

The researcher used classroom action research of Kemmis and Mc Taggart model which consisted of four steps namely: planning, acting, observing, and reflecting. This spiral model was shown in the following image.³⁵



Picture 3.1

The model of Action Research of Kemmis and Mc. Taggart

³⁵ Anne Burns, *Doing Action Research in English language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), 9.

The researcher used some steps in this research. They were planning, acting, observing, and reflecting. The following were explanation of about the steps:

1. Planning

In this stage, the researcher prepared the classroom instructional strategy as preparing what the students had to do in the action step based on the problems faced by students toward the speaking ability. In the planning, the researcher prepared everything that would be needed in the teaching and learning process such as lesson plan about describing something of a large or small quantity, material that was going to be taught based on the syllabus, strategy, technique used, observation check list (sheet),etc.

2. Acting

Acting was the main stage in action research. In this stage, the researcher taught the students' by implementing snowball throwing texhnique. She explained the material about describing things of a large or small quantity and then explained about procedures of using snowball throwing. The researcher divided the students into groups, one group consisted of two students. Then, the researcher and the students applied Snowball Throwing Technique procedures when they had discussed the materials explained by the researcher.

3. Observing

In this stage, the researcher collaborated with the English teacher as the observer (collaborator) observed the situation and activities in the class while teaching by using Snowball Throwing Technique. They observed the students' interactions, enthusiastic participation in discussion, and responses about their understanding of the material. In accordance with the observation sheet, the researcher and the teacher made some notes and filled the observation sheet.

4. Reflecting

After carrying out the teaching and learning activities, all the notes from the researcher and the collaborator were collected and reflected. The researcher reflected about the effect of the students in the classroom. Then the researcher evaluated the process and the result of implementing Snowball Throwing Technique in the class. The minimum mastery level criterion of English lesson in SMP Nurul Islam Jember was 75, and the researcher and collaborator (the English teacher) decided the target score of English lesson was the same with the minimum mastery level criterion of English lesson. The researcher tried to get the class percentage which passed the target score. If the students got 75 in their speaking performance test, so they passed the test.

This stage was analyzing the whole action that had been done by the students. Based on the data that had been collected, the researcher and collaborator discussed, and made evaluation by analyzing the use of

Snowball Throwing Technique. The researcher and collaborator also evaluated the students' speaking score. After evaluating and reflecting the researcher and collaborator decided what the next action would be done.

B. Research Setting

1. Place of The Research

This research was conducted in SMP Nuris which is located at St. Pangandaran 48 Sumbersari, Jember. The researcher chose this school was because Snowball Throwing Technique never been applied by the teacher in teaching speaking, and also the headmaster of SMP Nuris Jember had given permission to conduct this research. Also, the researcher had ever taught as pre-service teacher in this school. Therefore, the researcher chose this school as the place of the research.

2. Time of The Research

This research was implemented to improve students' speaking skill in describing through Snowball Throwing Technique. The researcher would implement the teaching and learning activity through Snowball Throwing Technique in the three meetings in one cycle, two meetings for teaching learning process and one meeting for post test. It was started on November-December 2020.

C. Research Subject

The subject of this research was the students at the Eight Grade of SMP Nuris Jember in academic year 2020/2021 in class VIII E. Based on the interview with the English teacher, the number of the students in this class

consisted of 28 (twenty eight) students and the students who passed the score in speaking skill that was ≥ 75 were still only 20% or (six students). It meant that, the students were low in speaking that was why the teacher recommended this class to be the subject of this research. Therefore, the students needed an appropriate strategy in teaching and learning English, especially in speaking.

D. Technique of collecting data

In this classroom action research, the researcher collected data by using some technique of collecting data as follows:

1. Speaking test

The researcher gave speaking test to the students to get the result of research and the students' activity in teaching learning process. The researcher used oral test and gave the post-test to the students. Then the post-test would be taken in the third meeting. The test was about speaking and it would be done individually. The material was about describing things of a large or small quantity, include much, many, little, few, some, any and preposition. The students should describe about things. To test their speaking, the researcher asked the students to come forward. The students should describe about things in their house or their class by using grammar rule. From this activity, the researcher and the collaborator would take the score to check the comprehending of the students' speaking skill.

In this speaking test, there was inter-rater to tolerance the score between the researcher and collaborator. During the activity of speaking test, the researcher and collaborator would give a score. In this research,

the tolerance score between the teacher and researcher was 5. It means that, if the teacher gave the students score 73, so the researcher should give maximum score to the students about 78.

In this test, the aspects of speaking that would be evaluated were pronunciation, grammar, vocabulary and fluently. Every aspect had 1 to 5 score, which represented low to high score. The researcher checked all of them to know their pronunciation the words and the meaning about the words.

2. Observation

In this case, The researcher observed teaching and learning process in the class especially in VIII Dto know about the class situation and condition. The teacher's performance in the class and students' response concerning in speaking skill.

3. Interview

Interview was used to get the data of the problem that happens in the classroom, The researcher asked the English teacher about the students' problems, students' condition involving in English class especially speaking skill and students' score in speaking skill. Besides, the researcher asked the students to know the problem of speaking that made their score in speaking skill was still low. So, from the interview with the English teacher and the students, the researcher got the data about students' speaking skill.

4. Document review

The researcher used document review to collect the data, such as the data of school profile (background of the school, vision and mission of school), the number of the teacher and the students' attendance list, the document review, lesson plan, and the students' speaking score.

E. Technique of Analyzing Data

In the technique of analyzing data, there were two forms of the data in this study; they were qualitative and quantitative data. The qualitative data were obtained from the observation during teaching and learning process from planning, acting, observing, and reflecting. Meanwhile, the quantitative data were obtained from the students' average scores in the speaking tests which obtained from post-test.

In analyzing the data, first the researcher tried to get the average of students' speaking score. It was done to know how well the students' score in speaking skill.

It used the formula:³⁶

$$x = \frac{\sum x}{N}$$

Notes:

X= mean

Σ = total score of students

N= Number of students

³⁶Subana, Moersetyo Rahadi, Sudrajat. *Statitika Pendidikan*, (Bandung: PT. Pustaka Setia, 2015), 63

Then the researcher tried to get the class percentages which passed the target score and the score that must be attained considering speaking subject was 75 (seventy five) which was adapted from the school agreement at SMP Nurul Islam Jember.

It is the formula:³⁷

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: the class percentage

F: total percentage score (the students who pass the test)

N: number of students

F. Validity of Data

Validity is one of essential requirements for good educational testing which can represent an acceptable action research. Arthur Huges stated that a test is said to be valid if it accurately what it is intended to measure.³⁸ It means that a test could be said valid if the test measures what it would be measured. Validity was not an absolute feature from technique evaluation. Validity should be determined by the purpose which be reached by using test. Therefore, validity referred to extent to which the result of an evaluation procedure served the particular uses for which they are intended.

In this research, the researcher used content validity. Brown stated that if a test actually samples the subject matter about which conclusion are to be

³⁷Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : PT Raja Grafindo Persada, 2000), 43

³⁸Arthur Hughes, *Testing for Language Teachers second edition*, (Cambridge: Caaambridge University Press, 1989),26

drawn, and if requires the test taker to perform the behaviour that being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.³⁹ Simply, content validity is talked about the content of test. The test that would given to the students must be made by people who expert or understand about the test. Then the test should be suitable with the curriculum. The content of the test should be suitable with the material and also see the test based on the purpose.

G. Research Procedure

The procedures of action research consisted of some stages as follow:

1. Planning the Action

The researcher prepared everything that was related with the research as follow:

a. Establishing research schedule

Table 3.1
Research Schedule

No	Activities	Oct				Nov				Dec				
		1	2	3	4	1	2	3	4	1	2	3	4	
1.	Teaching learning process 1 (cycle 1)													
2.	Teaching learning process 2(cycle 2)													
3.	Post-test (cycle 1)													
4.	Teaching learning process 1 (cycle 2)													
5.	Teaching learning process 2 (cycle 2)													
6.	Post-test (cycle 2)													
7.	Etc													

³⁹H. Douglas Brown, *Language Assesment Principle and Classroom Practices* (New York: Prentice Hall 2001),22-23

- b. Preparing lesson plan
- c. Preparing material
- d. Preparing the guidance of observation
- e. Establishing the criteria of success

In this study, the researcher would be succeed when there was 70% of students who could pass the test score that was 75 based n the agreement of the researcher and the teacher and mastery level criterion (KKM) was 75 (seventy five).

- f. Establishing analytical scoring rubrics

The students' test would be scored by using Brown's speaking rubrics.⁴⁰

Table 3.2
Speaking Rubrics

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that make listener should be more concentration and sometimes there is misunderstanding.
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes making mistake in grammar

⁴⁰H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (United States of America: San Francisco State University, 2003), 172-173

			but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which making hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety of vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation is impossible to occur
4	Fluency	5	Speak fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible

In this speaking score, the researcher and the English teacher would give a score to the students based on the speaking rubric. The aspects of speaking that would be evaluated were pronunciation, grammar, vocabulary and fluently. Every aspect had 1 to 5 score, which represented low to high score and the maximal score was 5 each point. For example when the researcher and the English teacher gave 5 point in each rubrik score to the students, then the score would be

accumulated and then total score would be multiplied 20. The reason why the score would be multiplied 20, because in this research the researcher used four aspects, those are; pronunciation, grammar, vocabulary, and fluently.

g. Establishing research instruments

2. Implementing the action

In the first step, the researcher prepared the material. The second, the researcher divided the students into group. Second, Making a group work in a pair and the leader of group came forward, the researcher explained the material to the leader, and then the leader explained the material to his or her group. The members should work together for about 10 minutes. Afterwads, the members of the group gave a work paper should write a question involved the materials explained. After the students made a question, they should make their paper containing a question which was like a ball and threw it from a student to another for ± 15 minutes. then every student would get a snowball paper and they had to answer the question. Then all of the groups reported the result of discussion and presented in front of class to know how far they could improve their speaking skill from implementing the technique.

3. Observing the Action

In this stage, the researcher and the teacher collaborated to write all events which happened in the class, and also carried out the observation toward implementing of the action using check list. When they observed

the students, they should notice and note all of activities in the teaching and learning process.

4. Reflecting the Action

This stage was aimed to reflect or evaluate from phase before. The teacher and researcher discussed about the learning process in terms of whether the device successful or not. Also, it was to find the weakness and the advantages of the device then find out the appropriate solution. If the students did not achieve the target score or they still found some problems, it was needed to move to the next cycle until solved.

H. The Criterion of Success

Classroom Action Research can be successful if it could exceed the criteria which had been determined, and fail if it was cannot exceed the criteria which had been detained. In this research, it can be failed if it could not. This research would be succeeded when there was 70% numbers of the students who could achieve some improvement scores.

IAIN JEMBER

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and the discussion of this research. The description is based on the student's speaking test and observation checklist.

A. The Description of The Object

SMP Nurul Islam Jember was established by the caretakers of the Nurul Islam Islamic boarding school, Antirogo Summersari Jember. SMP Nurul Islam Jember is located Street No 48 Pangandaran, Antirogo Summersari Jember. This school was built 1983 on land area of 13.434 m². Which consist 11 classrooms buildings, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "A" and also applied 2013 curriculum. The vision of SMP Nurul Islam Jember is "Creating generation which has anoble character, full of achievements, and showing islamic values". While the mission is "Increasing a profesionalism and guiding inovative teaching and learning activities, Habituating a good character and behavior, Equipping the teaching and learning tools, Habituating the worship into daily life". This school has 53 teachers. SMP Nurul Islam Jember also has 1028 students registered in the academic year 2020/2021. There are 5 class of each grade namely A, B, C, D, E, F and G class with 30-35 students of each class.

B. Research Findings

Research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at SMP Nurul Islam Jember in academic year 2019/2020 November- December 2020. The implementation of this action research was conducted in two cycles, each cycle consisted of two meetings for each treatment and the last meeting of each cycle was a post-test. It was conducted to find out the improvement in students' speaking skills. The following explanation can be seen below:

1. The First Cycle

a. Planning in cycle 1

In the planning stage, the researcher prepared lesson plan, material, media and observation sheet. The researcher arranged the lesson plan that included selected appropriate material. The lesson plan was focused on oral presentation using Snowball Throwing Technique, and the material was describing things of a large or small quantity (quantifiers). The researcher and the teacher designed two meetings for teaching describing things of a large or small quantity (quantifiers) using Snowball Throwing Technique and one meeting for post test.

b. Acting in cycle 1

In acting stage, the researcher did teaching and learning process using Snowball Throwing Technique. The researcher acted as a teacher who did the action in teaching students at Second Grade of

SMP Nurul Islam Jember using Snowball Throwing Technique. The activities in the class consisted of three activities. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, such as greeting, praying, checking attendance list, giving motivation to the students, and reviewing the last material. In the main activity, the researcher implemented Snowball Throwing Technique related to the material, then the students answered the question orally by using Snowball Throwing Technique. The post-activity was reviewing the lesson. Here are the descriptions of the action that were implemented.

1) First meeting in cycle 1

The first meeting was conducted on Friday, November 6th 2019 at 09.00 a.m. -10.30 a. m. The time allocation was 2×40 minutes at eight of D class of SMP Nurul Islam Jember in academic year 2019/2020. The lesson was started at 09.00 a.m. The researcher and the English teacher came into Eight of D class. The English teacher was sitting at the backside of the class as an observer. The researcher started the class by greeting the students, asking them to pray, asking their condition, checking the students' attendances list, giving motivation to the students, and reviewing the last material that was related to the next material.

The process was continued by explaining about the activities they would do. There was also an explanation about the

technique that would be used by the teacher, namely snowball throwing technique that would be applied along the learning process. The introduction about technique was needed in order to make the students understand what they should do and what the purpose was, so that the learning activities could run well as the teacher was expected. The researcher explained to the students that the important thing in applying this technique was to work cooperatively with their group.

Before the researcher applied the snowball throwing technique, explained the material, and a give apperception leading to the material. the researcher gave the students some questions related to the theme. The researcher asked “do you know about things that can be counted and cannot be counted?” some students answered “ I don’t know, miss”. Some students responded to the question enthusiastically using their native language.

In the main activity, the researcher taught speaking by using snowball throwing technique and divided the class into five groups in which each group consisted of five students. She asked the students to select the leader of each group. In the first meeting, the researcher asked the leaders of group to come in front of the class. Next, the researcher explained the materials to them. The researcher explained about describing things of a large or small quantity (quantifiers). Before explaining about quantifiers , the

researcher explained about countable and uncountable nouns. The researcher gave examples about countable and uncountable nouns, and gave the meaning of each example of countable and uncountable nouns. Also, the researcher explained about the differences between “there is and there are”. Afterwards, the researcher explained about quantifier. Then, the researcher explained about part of quantifiers including much, many, a lot of and how to use them. Also the researcher gave example about “much, many, and a lot of” in sentences. It took 15 minutes for the researcher to explain all of them. Actually the material had already been stated in their book, while waiting for the leaders the members of groups were asked to read the material in their own book.

After the researcher finished explaining the material, the leaders of each group asked to come back to their groups and asked them to explain the material to their group. This action indicated that a leader had responsibility to convey the teaching material to the member of the groups. After the leaders of each group re-explained to their members, the researcher asked each student in the group to write a question related to the materials on a piece of paper. Since the member of the group consisted of four students, there were four questions of each group.

Afterwards, the paper was rolled into a ball and threw from one student in a group to another student in another group. The researcher asked to group 1 to throw the ball randomly and when the student threw the ball, she or he had to speak something such as “ get ready, I am going to throw thisball to the grup 1 or 2” or asked the questionorally “pay more attention, my question is “how many pictures are hanging in the wall?” or “ how much chalk on the table?”. It was done to trained their speaking. Then, the student who got the ballshe or he had to answer the question written on the paper.

In this case, there were many students who did not really pay attention to the leader when the leader explained about the material, sometimes there were some students who disturbed other students, they lacked of motivation. They seemed to be shy and not confident to speak in front of their friends. They always said “*malu miss, lupa miss, tidak tahu miss, tidak tau cara ngomongnya miss*”.The students looked confused on how to answer the question because they lacked of pronunciation and vocabularies and did not know how to pronounce the words well. After practicing snowball throwing technique, the researcher asked the students to return to their seats.

To end the meeting, the researcher and the students concluded and reviewed the materials on that day and also made

reflection of the whole activities. The researcher asked the students to study in their boarding school and then the researcher closed the meeting by *hamdalah* together and saying *salam*.

2) Second meeting in cycle 1

The second meeting had already been conducted on november 10th 2019 at 08.00 a.m. – 09.30 a.m. The researcher and collaborator entered the class and the collaborator (English teacher) was sitting at the backside of the class. The researcher started the class by greeting the students, asking them to pray, checking attendances list, giving motivation to the students, and reviewing the last material that was related to the next material.

To ensure that the students still remembered about the material that had been given at the first meeting, the researcher asked the students about the definition of quantifiers, kinds of quantifiers, how to use “much, many, and a lot of” , the example of “much, many, and a lot of” in the sentences. However, as it was the second meeting, some students still found some difficulties when the researcher used English all the time. They looked uninterested because they were unfamiliar with some new vocabularies.

In the main activity, the researcher asked the students to gather with their own group and asked them to choose the leaders of each group, but the researcher asked the students to choose others leader, whom might not be same with the previous meeting.

Then , the researcher asked the leaders to come in front of the class. The researcher explained the material to the them. The researcher explained about kinds of quantifiers that consist a little, little, a few, and few. Also the researcher explained how to use, the differentiate between, and example about “a little, little, a few, and few” in the sentences to the leaders of each group. It took 10 minutes for the researcher to explain all of them.

After the researcher finished explaining the teaching material, the leaders of each group were asked to come back to their groups and asked them to explain the material to their group. The researcher gave ten minutes to the leader to explain the material to their members of the group. After the leaders of each group re-explained to their members, the researcher asked each student in the group to write a question related to the materials on a piece of paper. One student made one question.

Afterwards, the paper was rolled into a ball and threw from one student in a group to another student in another group. The researcher asked to group 4 to throw the ball randomly and when the students threw the ball, she or he had to speak something such as “ well guys, I am going to throw this ball to the grup 1 or 2” or asked the question directly, “are you ready guys, let me throw this ball to the next group, listen carefully, are there any pen in your pencil case?” “listen carefully my question is, are there any water

in your bottle?”. It was done to train their speaking dealing with their vocabulary and pronunciation. Next, the student who got the ball (one question), he or she had to answer the question written on the paper.

In this case, there were eight of students who did not answer the question because they were did not really pay attention when the leader explained the material to them. Also they were still not confident when they speak in front their friends. The students always said “ *saya malu miss soalnya saya ndak bisa jawabnya*” and they always said “ *saya tidak bisa miss*” After practicing snowball throwing technique, the researcher asked the students to return to their seats.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The researcher asked the students to study in their boarding school and then the researcher closed the meeting by reciting *hamdalah* together and saying *salam*.

c. Observing the Action

Observation was done to find out the students’ activity during teaching and learning process by using snowball throwing techniques such as students’ participation, students’ enthusiastic and students’ response during teaching and learning process. The English

teacher observed the situation in teaching process from the beginning up to the end. The data were described as follows:

Table 4.1
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students were interested in snowball throwing technique			√			3
2.	Students paid attention to the researcher as a teacher			√			3
3.	Students focused in learning when the leader explained the material		√				2
4.	Students could answer the question with correct pronunciation and vocabulary		√				2
5.	Students could answer the question from other group well		√				2
Total							12

Note :

1 = Very bad (No attention or response from the students)

2 = Bad (Only few attention and response from the students)

3 = Fair / enough (some of students / half of students gave attention and response)

4 = Good (more than half of students gave attention and response)

5 = Very Good (almost all of students gave attention and response)

The score of the observation was as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{12}{25} \times 100\%$$

$$= 48\%$$

According to the observation checklist above, it was concluded that many students really payed attention to the researcher as a teacher. But some of students did not really focus on implementing snowball throwing technique especially when the leader of group explained the material to them. They were not enthusiastic in answering the question, they always said “*I dont know miss*” and they always said “*lupa miss*” when they got the question from another group. The students hould not answer the question with correct pronunciation and vocabulary due to their lack of pronunciation and vocabulary for example when they said “some” with appropriate pronunciation. So, only few students who could answer the question with correct pronunciation and vocabulary. Also the classroom condition was still uncontrolled yet, there were some students who seemed to be sleepy and there were still some students who disturbed the other students while the teaching and learning process. Based on the observation note that had been taken by the English teacher (observer), she suggested to the researcher to pay more attention to the students and gave them motivation more to the students. The students also looked shy and not confident to speak English when they answered the question from another group. It can be seen on the table, there were only 46% of students who were interested in teaching and learning process by using snowball throwing technique.

d. Evaluating and Reflecting

Reflection was the last stage of the cycle. Reflection was the evaluation or the feedback process form of the action. In this stage, the data would be taken from observation during teaching and learning process concerning with the result of the students' speaking test. In this stage, the researcher and the teacher evaluated and reflected the action in cycle 1. In the last meeting in cycle 1, the researcher did post-test 1. It was held on Friday, November 13th 2020 at 09:00 a.m - 10:30a.m. The test was to know the improvement of students' speaking skill. The data of students's speaking post-test 1 score could be seen as follow:

Table 4.2
Students Speaking Score in Post-Test 1

No	Students' Initial Name	Students' speaking score				Total scores
		Grammar	Fluency	Vocabulary	Pronounciation	
1.	AQZ	5	4	4	4	85
2.	ACL	3	2	2	3	50
3.	AAZR	4	4	5	4	85
4.	ADAL	3	2	3	2	50
5.	AND	4	3	5	4	80
6.	AZ	2	2	3	3	50
7.	CSSDU	4	4	4	4	80
8.	DPR	4	3	4	4	75
9.	DAL	3	2	3	2	50
10.	EFH	4	4	4	4	80
11.	ENR	4	4	4	4	80
12.	HA	2	2	3	3	50
13.	LIR	4	3	4	4	75
14.	MZA	3	3	4	2	60
15.	MC	4	3	4	4	75
16.	NFMO	3	3	3	3	60
17.	NAA	4	3	4	3	70

18.	NS	4	4	4	4	80
19.	NTP	2	3	3	2	50
20.	NF	3	2	2	3	50
21.	ODA	2	2	2	2	40
22.	RLA	3	3	3	3	60
23.	RL	3	2	3	2	50
24.	SNP	4	4	4	4	80
25.	SAF	4	3	4	4	75
26.	S	3	2	2	3	50
27.	TBM	3	3	3	3	60
28.	ZNRA	4	4	4	4	80
Total		95	83	97	91	1830
Mean		67.85	59.28	69.28	65.71	65.35
Percentage						46%

From the table above, the result of the post-test in cycle 1 showed that the total of students' score was 1830 and the total of students who did the test was 28, so, the students' mean score was:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{1830}{28} \\ &= 65.35\end{aligned}$$

The percentage of students who passed the post test 1 was :

$$\begin{aligned}P &= \frac{F}{N} \times 100\% \\ &= \frac{13}{28} \times 100\% \\ &= 46\%\end{aligned}$$

Based on the table above, the students mean score were 65.35, it means that the students still had low score in speaking. Only 13 of twenty eight students passed the target score that was 75. It means that it needed more effort to reach criteria of success that was 70%. And

the percentage of students who passed Standart Minimum Score (KKM) was just 46% under 70% of the criteria of succes.

From the result of the observation and the score of the test in cycle 1, it could be concluded that the learning process using snowball throwing technique had not achieved the criteria of success of this research yet. This failure could be seen from the meeting in cycle 1 in which only 46% of the students who active in the class. Cycle 1 was done but the result had not reached the criterion of succes yet. The students were still not confident to speak in front of their friends. It was caused by their incorrect pronunciation and lack of vocabularies. It was because the teacher just gave the leader materials about quantifiers and just little examples about the material without giving the example how to pronounce the words. Half of the students still felt confused about the material given. It seemed that they needed explanation more deeply about the material. One leader did not seem enough to give re-explanation to the group members. So, they decided to add one more leader to help in the next cycle, the researcher would give example in pronouncing the words then followed by the students.

Hence, in the next cycle, the researcher needed to do stabilization. The English teacher (as an observer) suggested the researcher to manage the time and the class well, motivate the students and to be more active in answering the question. The English teacher (as an observer) and the researcher still needed more effort to

make the students reached the target score. The researcher prepared better material and gave explanation more and gave examples more about the material.

Since the result of both observation and post-test indicated that the action in first cycle did not achieve the criteria of success yet, so the researcher decided to conduct cycle 2 in order to achieve a better improvement in speaking.

2. The Second Cycle

a. Planning in cycle 2

In this stage, the researcher revised the plan to solve the problem that was found from the result of reflection in cycle 1. In this stage, the observer (English teacher) and the researcher arranged the new lesson plan that was appropriate with the students' condition based on evaluation and reflection in the first cycle and implemented the appropriate technique which was snowball throwing technique to make the students understand well about the material, checklist, and observation sheet. The researcher asked 2 students to be the leaders in order to ease the explanation about the material and deal with the students' lack of vocabulary and pronunciation, the researcher gave the examples and asked the students to repeat after her on how to pronounce the difficult words then gave the meaning of them. In this cycle, the researcher gave explanation about the material not only to the leaders but also to the students. The material was still about

describing things of large or small quantity (quantifiers). The researcher and the teacher designed two meetings for teaching describing things of a large or small quantity (quantifiers) using snowball throwing technique and one meeting for posttest. .

b. Acting in Cycle 2

The action of the cycle 2 was conducted on November 17th and 20th 2020. In cycle two, the researcher taught students by using the same technique that was Snowball Throwing Technique. In this stage, the teaching and learning process was still same as the one of cycle that included pre-activity, main activity and post activity. The preactivity included opening, such as greeting, praying, checking attendance, reviewing the last material and motivating the students to learn English better than before. In the main activity, the researcher applied Snowball Throwing Technique in the teaching learning process, and then they answered in oral presentation related to the material. The post-activity was reviewing the lesson. The description of the action that was implemented was explained below:

1) First meeting in cycle 2

The first meeting was conducted on Tuesday, November 17 at 08.00 a.m.-09.30 a.m. The researcher and the English teacher (the collaborator) came into class at 08.00 a.m. The researcher started the class by greeting the students, asking them to pray,

checking attendance list, giving motivation to the students, and reviewing the last material that was related to the next material.

To ensure that the students still remembered about the material that had been given at the previous meeting in cycle 1, the researcher asked the students about quantifiers, how to use “much, many, and a lot of, little, a little, few, and a few” and the differences between “much, many, a lot of, little, a little, few, and a few”. There were five students who were very enthusiastic to give the example of “much, many, a lot of, a little, little, a few, and few” and the researcher choose one student to explain about the differences between “much, many, and a lot of”. And the researcher tried to choose one students again to explain about the differences between little, a little, few, a few. But some students answered the question using Indonesian.

In the main activity, the researcher asked the students to gather with their own group and asked them to choose 2 leaders of who were different with the previous meeting. Afterwards, the researcher explained the material to the leaders and to the students. The researcher explained about part of quantifiers that consisted of some, any, several and number of. In this section, the researcher explained about the use of “some, any, several and number of”, the differences between them and also the examples in the sentences. The researcher explained about the grammar of those

sentences. Also the researcher explained about preposition which consisted of “above, behind, between, in, on and in front of” and gave the examples in the form of the sentences.

After the researcher finished the explanation about the material, the leaders of the group were asked to come back to their groups and asked to explain the material to their group. The researcher gave ten minutes to the leaders to explain the material to their members of the group. After the group leaders re-explained the materials to their members with what the researcher had told them, the researcher gave some vocabularies related to the materials and the examples in the sentences and asked the students to repeat after the researcher. To ease the students in practicing them, the researcher wrote them down on whiteboard.

Afterwards, one student made one question and the researcher asked the students to throw the ball from one student in a group to the other student in the other group. When the students threw the ball, the researcher asked her or him to speak something such as “well guys, I am going to throw this ball to the grup 1” or asked the question directly “get ready guys, i am going to throw this ball to someone in the next group”, or “are you ready guys, let me throw this ball to the next group”. And tell the questions orally “get ready guys, do you have any pen?”, or “do you have pencil in your pencil case?”, or “where is your English book?”. Those

intructions, it was done to trained their speaking. The researcher asked to group 4 to throw the ball randomly and the student who got the ball (one question) had to answer the question written on the paper ball.

In this case, there were just five students who did not answer the question because they were still unconfident when they spoke in front of the class, also they always said “*lupa miss*” and always said “*malu miss*”. After practicing snowball throwing technique, the researcher asked the students to return to their seats. And asked another students to deliver the answer. Meanwhile, there were 15 students could answer correctly. Afterwards, the researcher answered the question that students could not be answer by the students.

Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The researcher closed the meeting by saying *hamdalah* together, saying *salam* and suggested the students to study hard at boarding school.

2) Second meeting in cycle 2

The second meeting was held on Friday, November 20 at 09.00 a.m. -10.30 a.m. The researcher and the English teacher (the collaborator) came into class at 09.00 a.m. The researcher started the class by greeting the students, asking them to pray, checking

attendances list, giving motivation to the students, and reviewing the last material that was related to the next material.

In the main activity, the researcher asked them to gather with their own group and asked them to choose 2 leaders of each group who were different with the previous meeting. Then, the researcher explained the material to the leaders and to the students. The researcher gave the review of meeting 1 and 2 in cycle one, and also meeting 1 and 2 in cycle 2 to the leaders (part of quantifiers, how to use quantifiers, the differences, example of quantifiers in sentences) and also the researcher explained about preposition consisted of “next to, on the left, on the right, and under”. And gave the example about them in the sentences.

After the researcher finished reviewing the material, the leaders of each group were asked to come back to their groups and asked to explain the material to their group. The researcher gave ten minutes to the leaders to explain the material to their members of the group. After the leaders of each group re-explained their members with what the teacher has told them. Then, the researcher gave some vocabularies related to the materials and the examples in the sentences and asked the students to repeat after the researcher. To ease the students in practicing, the researcher wrote the vocabularies and instructions on white board.

Afterwards, the researcher asked each student in the group to write a question related to the materials on a piece of paper. Next, the paper was rolled into a ball and the ball was thrown from one student to another in another group. The researcher asked to group four to throw the ball randomly and when the student throw the ball, she or he had to speak something such as “ get ready, I am going to throw this ball to the grup 1 or 2” or say “pay more attention, i am going to throw this ball to the next group”, or asked the question orally “pay attention guys, how many students are there in this classroom”, “where is the table?” “where is the white board” or “let me give question for you, my question is” how many books do you bring today”. It was done to train their speaking. Then, the student who got the ball (one question), she had to answer the question written on the paper. In this case, there were two students who did not answer the question, it happened because they did not really pay attention when the leaders explained the material to them, and when answering the question they said “ *saya tidak tahu miss, soalnya tadi tidak fokus*” After practicing snowball throwing technique, the researcher asked the students to return to their seats. Afterwards, the researcher answered the question that could not be answered by the students.

Before the researcher closed the meeting, the researcher and the students concluded the materials on that day. The researcher

closed the meeting by reciting *hamdalah* together, saying *salam* and suggested the students to study hard at the boarding school.

c. Observing the Action in cycle 2

In this stage, the observation was done by the researcher. There were some observations that had been done such as; observation on the students' activities, and observation on the result of the evaluation. In this stage, the students were more active and enthusiastic in following the teaching and learning process. The data was described as follows:

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students were interested in snowball throwing technique					√	5
2.	Students paid attention to the researcher as a teacher					√	5
3.	Students focused in learning when the leader explained the material				√		4
4.	Students could answer the question with correct pronunciation and vocabulary				√		4
5.	Students could answer the question from other group well					√	5
Total							23

Note :

1 = Very bad (No attention or response from the students)

2 = Bad (Only few attention and response from the students)

3 = Fair / enough (some of students / half of students gave attention and response)

4 = Good (more than half of students gave attention and response)

5 = Very Good (almost all of students gave attention and response)

The score of the observation as follows:

$$\begin{aligned} p &= \frac{S}{N} \times 100\% \\ &= \frac{23}{25} \times 100\% \\ &= 92\% \end{aligned}$$

According to the result of observation checklist above, it was concluded that students were interested in implementing snowball throwing technique in learning English such as they were look happy, enjoy, relax and the students could answer the question with correct pronunciation and correct vocabulary, for example when the first time they said a word “many” with inappropriate pronunciation, while they applied snowball throwing technique and the researcher gave example about correct pronunciation they could pronounce “many” correctly. Therefore, the teaching learning process ran well and students enjoyed the learning activity. They felt as if they were playing while speaking, not learning something. They did the activity happily. They smiled and whole time, in the middle of both asking and answering question orally. Based on the observation note that had been taken by the observer, the researcher had implemented the snowball throwing technique as a technique in a good way. The classroom situation also could be handled well. The students also looked braver and more confident to speak English in front of their

friends. They were happy because they thought it was a game. They smile and laughed freely and did not feel shy or nervous anymore when they had to speak English. It can be seen on the table above that there was 92% of students who were interested in teaching and learning process by using snowball throwing technique.

d. Evaluating and Reflecting

In this stage, the researcher and the teacher evaluated and reflected the action in cycle 2. In the last meeting in cycle 2, the researcher did post-test 2. It was held on Tuesday November 24th 2020 at 08:00 a.m - 09:30 a.m. The test was to know the progress of students' speaking skill. The score of students could be seen as follow:

Table 4.4
The Students' Speaking Post-Test 2 Score

No	Students' Initial Name	Students' speaking score				Total scores
		Grammar	fluency	vocabulary	Pronunciation	
1.	AQZ	5	4	5	4	90
2.	ACL	4	3	4	4	75
3.	AAZR	5	5	5	4	95
4.	ADAL	3	3	4	3	65
5.	AND	4	5	3	4	80
6.	AZ	4	3	4	4	75
7.	CSSDU	5	4	4	4	85
8.	DPR	5	4	5	4	90
9.	DAL	4	3	4	3	70
10.	EFH	5	4	4	4	85
11.	ENR	5	4	5	4	90
12.	HA	4	3	4	3	70
13.	LIR	4	4	4	4	80
14.	MZA	4	4	3	4	75
15.	MC	4	4	4	4	80
16.	NFMO	4	4	4	3	75

17.	NAA	4	4	4	4	80
18.	NS	4	4	5	4	85
19.	NTP	4	3	4	3	70
20.	NF	3	4	3	4	70
21.	ODA	3	3	3	4	65
22.	RLA	4	4	4	3	75
23.	RL	4	4	3	4	75
24.	SNP	5	5	5	4	95
25.	SAF	5	4	4	4	85
26.	S	4	3	4	4	75
27.	TBM	4	4	4	4	80
28.	ZNRA	5	4	5	4	90
Total		118	107	114	106	2.225
Mean		84.28	76.42	80.71	75.71	79.46
Percentage						78%

From the table above, the result of the post-test in cycle 2 showed that the total of students' score was 2.225 and the total of students who did the test was 28, so, the mean of the students' score was:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{2.225}{28} \\ &= 79.46\end{aligned}$$

The percentage of students who passed the post test 2 was :

$$\begin{aligned}P &= \frac{F}{N} \times 100\% \\ &= \frac{22}{28} \times 100\% \\ &= 78\%\end{aligned}$$

The result of cycle 2 showed that the students passed the KKM (Minimum mastery criteria). The mean of post-test two was 79.46. It was better than the mean score of post-test of cycle one. On cycle two,

the mean score of post test showed the significant improvement from 64.95 to 79.46. It indicated that the students had improved their score in speaking. The researcher concluded that implementation of Snowball Throwing Technique could improve students' behaviour in learning speaking so it could improved the students' speaking score.

Table 4.5
The improvement of students' speaking skill

No	Initial name	Pre-test score	Post-test 1 score	Post-test 2 score
1.	AQZ	80	85	90
2.	ACL	40	50	75
3.	AAZR	80	85	95
4	ADAL	40	50	65
5	AND	60	80	80
6	AZ	40	50	75
7	CSSDU	78	80	85
8	DPR	70	75	90
9	DAL	45	50	70
10	EFH	70	80	85
11	ENR	80	80	90
12	HA	40	50	70
13	LIR	50	75	80
14	MZA	55	60	75
15	MC	60	75	80
16	NFMO	50	60	75
.17	NAA	50	70	80
18	NS	60	80	85
19	NTP	40	50	70
20	NF	45	50	70
21	ODA	40	40	65
22	RLA	50	60	75
23	RL	40	50	75
24	SNP	80	80	95
25	SAF	50	75	85
26	S	40	50	75
27	TBM	40	60	80
28	ZNRA	80	80	90
	MEAN	55.46	65.35	79.46
	PERCENTAGE	21%	46%	78%

From the table above, In pre test, the students' average score was 55.46 and the percentage of students who passed the pre test was 21%. It means that there were 6 students' who passed the criteria of success and 22 students who did not pass the criteria of succes. In post test 1, the students average score was 65.35 and percentage of students' who passed the post test 1 was 46%. It means that there were 12 students' who passed the criteria of succes and 16 students who did not pass the criteria of succes. Besides, in post test 2, the students' average score was 79.46 and the percentage of students who passed the post test 2 was 78%. It showed that, there were 22 students' who passed the criteria of success and 6 students who did not pass the criteria of succes. Besides, when the students implementing snowball throwing technique they had to practice their speaking with their friends. They had to give instruction and answer questions of quantifiers in English orally. If there were some mispronounce or incorrect vocabulary, the researcher gave the correct one directly, and the students repeat it. They relax situation made the students enjoy the learning process, they did not feel nervous anymore, then it made them easier in learning the materials. This situation of course giving good impact in their speaking skill especially in pronunciation and vocabulary. It can be said that by implementing snowball throwing technique the atmosphere of the class changing better that made students easy in learning the materials especially speaking. It means

that, there was significant result of implementing snowball throwing technique in which could improve students' speaking skill. Especially in pronunciation and vocabulary.

Furthemore, in the post test 2, the students' score improved significantly and it reached the score target, the score in the post test 2 was satisfying and most of the students reached the target score with high score because after applying snowball throwing tehcnique, they felt that the lesson was like a game, so they felt relax and enjoyed the lesson and they felt more confident in speaking and answering the question from another group in front of their friends. It can be concluded that practicing snowball throwing technique improved students' speaking skill. Having speaking by practicing snowball throwing technique made the students' practiced pronunciation more and produced vocabularies more. They had to make some questions and asnwer them, was preceded by the instruction that should be given in English too. The proper instruction and hose activities made them accustomed to speak English. It made their English become fluent and grammatically.

C. Discussion of the Research.

This section presented the discussion of the research finding which was related to the theories. The researcher needed a technique that could make them be active, enthusiastic, and confident to speak English in front of their friends to teach speaking in the class. So the researcher chose cooperative

learning to teach speaking in the class. Cooperative learning is the model that students learn and work with group collaboratively. Isjoni said that “cooperative learning can use to motivate students to tell their opinion, respect their friends’ opinion and share ideas, students also can work together and help each other to do their work.”⁴¹

There were some types of cooperative learning that were appropriate to teach speaking in class VIII D. The researcher chose Snowball Throwing Technique to teach speaking in the class. Snowball Throwing is one of kind of strategies that was used in teaching and learning English. There were a lot of teachers used this strategy to teach some skills in English, such as writing, reading, and also speaking. According to Bayor in Jumantan Hamdayana, Snowball Throwing is one model of active learning which in practice involves many students. The role of teachers here are only as a landing early on the topic of learning and further, the control of the course of study.⁴²

The implementation of snowball throwing technique could help the students in improving their speaking skill in describing things. It could be seen from the students’ score which was gradually improved. From the data of preliminary study, the student’s mean score was 55.46 and the percentage of the students who reached the students’ percentage was 20%. It proved that the student’s speaking skill was still low.

⁴¹Galang, Teguh, *Effectiveness of cooperative learning approach (snowball throwing) in logics instruction at AMIKOM Mataram*, International Conference on Research, Vol 9 No 3(Mei 2016),416

⁴²Sinta Elvira Puspita Mei, 2016. 16

Furthermore, the result of student's speaking test score in post test 1 showed that the mean score was 65.35 in which there were 13 students or 46% of the students who got the score up to the minimum mastery criterion (KKM 75). Meanwhile, 15 students were under the criterion. It could be said unsuccessful because the result of the students' speaking score test in the post test 1 could not achieve the criteria of success.

Whereas, based on the result of student's speaking test score in post test 2, the result showed that the mean score was 79.46 in which there were 22 students or 78% of the students who got the score up to the minimum mastery criterion (KKM 75). Meanwhile, 6 students were under the criterion. It could be said successful because the result of the student's speaking test score could achieve the criteria of success.

The use of snowball throwing technique was surely beneficial to improve the students' speaking skill. The researcher found that the students were more creative in putting their ideas about making question and also answering the question. All students worked in group to complete the tasks and share their ideas, and the students were able to speak in front of their friends because the researcher provided an interesting topic closed the students' realities. It was seen on how students enjoyed and be creative during learning process when they learned speaking by using snowball throwing technique. Related to the theory, Herdian defined that one approach

is allegedly able to learn to create conducive learning; active, creative, and fun is using snowball throwing technique.⁴³

Related to the statement above, the researcher used snowball throwing technique to teach speaking skill in the class. The students needed something different that made them active, creative and interested to understand the material. The researcher explained about snowball throwing technique previously, then the researcher explained about describing large things (quantifiers). In this research, the researcher also gave the example about quantifiers in the sentences. By using snowball throwing, the students could be able to speak in front of their friends without being nervous.

The implementation of snowball throwing technique had gained a good enough response from the students in the teaching and learning process. It could help the students in improving their speaking skill. The students had more chance in practicing their speaking in front of their friends. In teaching and learning process the implementation of the technique had an important meaning, because in these activities the material presented was not unclear for some students because of the material was explained by the leaders not the researcher. Therefore, the students should listen carefully to what their friends said because they could suddenly be asked to answer a question. It indicated that they did not have to take same responsibilities all the time since in this technique the students should formulate and answer question properly and correctly. This was supported by Suprijono's statement that the snowball

⁴³Galang teguh, 2016, 417

throwing technique is used to train students to be more responsive messages from another students in the form of snowballs made of paper and convey messages to friends in their group.⁴⁴

The students' speaking skill got improvement in some aspects. They were vocabulary, pronunciation, grammar and fluently. Concerning the students' ability about vocabulary was better than before applying snowball throwing technique. They began to know the meaning of vocabulary because the researcher gave more vocabularies after the researcher explained the material, then the researcher asked them to pronounce them together. The researcher repeated the vocabularies until they memorized them. Related to the theory, Lado says that there are several steps that can be taken in learning vocabulary, namely: listening to words, saying words, understanding the meaning, making illustrations in the form of sentences, doing exercise in expressing meaning, saying the word aloud and writing the words.⁴⁵ In applying snowball throwing technique, the students were asked to give instruction and question orally in order to practice their pronunciation and also vocabularies.

Furthermore, from the aspects pronunciation, the students got improvement after implementing snowball throwing technique. It could be seen when they practiced and pronounced many vocabularies, and when they answered the question in front of their friends, they could pronounce it

⁴⁴Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pusaka Pelajar, 2013),64

⁴⁵Robert Lado, *language Teaching. A Scientific Approach*, (Bombay-New Dehli: Tata McGraw-Hill Publishing Co.LTD,1979),121

correctly. When they made mistakes in pronouncing the word, the researcher had already corrected them. So the students could learn from their mistakes. After knowing the correct pronunciation, the students felt confident in speaking. They felt more conveyed in expressing their mind. So, it made their speaking fluent. Vocabulary and pronunciation must not only be known, but also it must be readily available for use. If they knew vocabulary, pronunciation, they could speak fluently and they would feel confident to speak in front of their friends. Brown adds that fluency is the ability to speak spontaneously, flow well, without having to stop and pause a lot.⁴⁶ Somehow, fluency is also followed by talking reasonably quickly. Being fluent to speak English requires the speaker's confidence in order to speak.

The students also got improvement on Grammar. Before applying snowball throwing technique, the students spoke in incorrect grammar, having practicing and learning the materials. After implementing snowball throwing technique, the students could speak the correct sentences. In fact, that grammar is important to form and arrange the sentences. This is supported by Chomsky in Richard stated that the knowledge of grammar underlying our ability to produce and understand sentences in a language.⁴⁷

Furthermore, this technique was also seen to provide the students with motivation more. Duffy agrees that the teachers need to encourage students in teaching and learning by giving motivation to them to help them learn

⁴⁶H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268

⁴⁷Jack Richard, *The Context of Language Teaching* (Cambridge: Cambridge University Press, 2008), 144

seriously. It can motivate the students to have good capability in speaking. When they have high motivation in joining the speaking class, they will try their best effort to learn about grammar, and vocabularies because they want to be active in all of the speaking activities.⁴⁸

The researcher got the data from preliminary study, in cycle 1 and cycle 2. This research that had been done by the researcher indicated that Snowball Throwing Technique was effective in teaching and learning speaking. It could be seen from the progress of the percentage of students' speaking skill from pre test to post test 2. The result of the research showed that there was improvement of students' speaking skill. It could be seen on the table below:

Table 4.6
The percentage of students' speaking skill

Test	Total of students who got the score 75	Percentage
Pre test	6	21%
Post test 1	12	46%
Post test 2	22	78%

Based on the table above, there was improvement of students' scores in speaking skill by using Snowball Throwing Technique. The result showed the improvement of the students' scores from the pre-test to the post-test of cycle two. In the pre-test, there were 6 of 28 students who got the score of 75 (21%). In post test 1, there were 12 of 28 students who got the score of 75

⁴⁸Sofyan, *the effectiveness of snowball throwing technique in teaching reading comprehension*. September 30, 2017.25

(46%). And in the post test 2, there were 22 of 28 students who got the score of 75 (78%).

From the data gained, the researcher concluded that students more active and confident when they spoke in front of their friends, the students were more creative in putting their ideas about making question and also answering the question. It was concluded that implementing snowball throwing technique in learning speaking English was better than before especially in pronunciation and vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion obtained from post test and the improvement of students' speaking skill by using snowball throwing technique. The descriptions are based on research finding and discussion

A. Conclusion

The research used snowball throwing technique to teach speaking in Eight D class of SMP Nurul Islam Jember in academic year 2020/2021. Based on the result of the study, the researcher concluded that implementing snowball throwing technique could make the students' speaking skill was better than before.

There was improvement on students' speaking test score from pre test up to the post-test 2. In pre-test, the percentage of the students who passed the Minimum Mastery Criterion (KKM) was 21%. The percentage of the students' who passed the test in the first cycle was 46%, and then in the second cycle got improvement that was 78%. There were 22 students who passed the Minimum Mastery Criterion (KKM).

In conclusion, the students' speaking skill by implementing snowball throwing technique gradually increased. The students' speaking skill got improvement in some aspects. They were vocabulary, pronunciation, grammar and fluently. The students' ability in speaking were better , they felt more confident to speak English in front of their friends, and they were also

more active in the teaching and learning process especially in asking and answering question.

B. Suggestion

After drawing the conclusion of the research, some suggestion for English teacher and the next researcher in this paper can be proposed and hopefully can be useful for the readers. The following are some suggestion offered:

1. For the English teacher

The researcher suggests snowball throwing technique as one of alternative teaching technique in teaching and learning English especially speaking, because snowball throwing technique used in this research effectively made the students' speaking skill better than before.

2. For the Future Researcher

The researcher hoped this research can be useful to the next research to conduct other related in the large scope and then the researcher hoped this research can be used as reference in doing similar research in the same field in the future.

IAIN JEMBER

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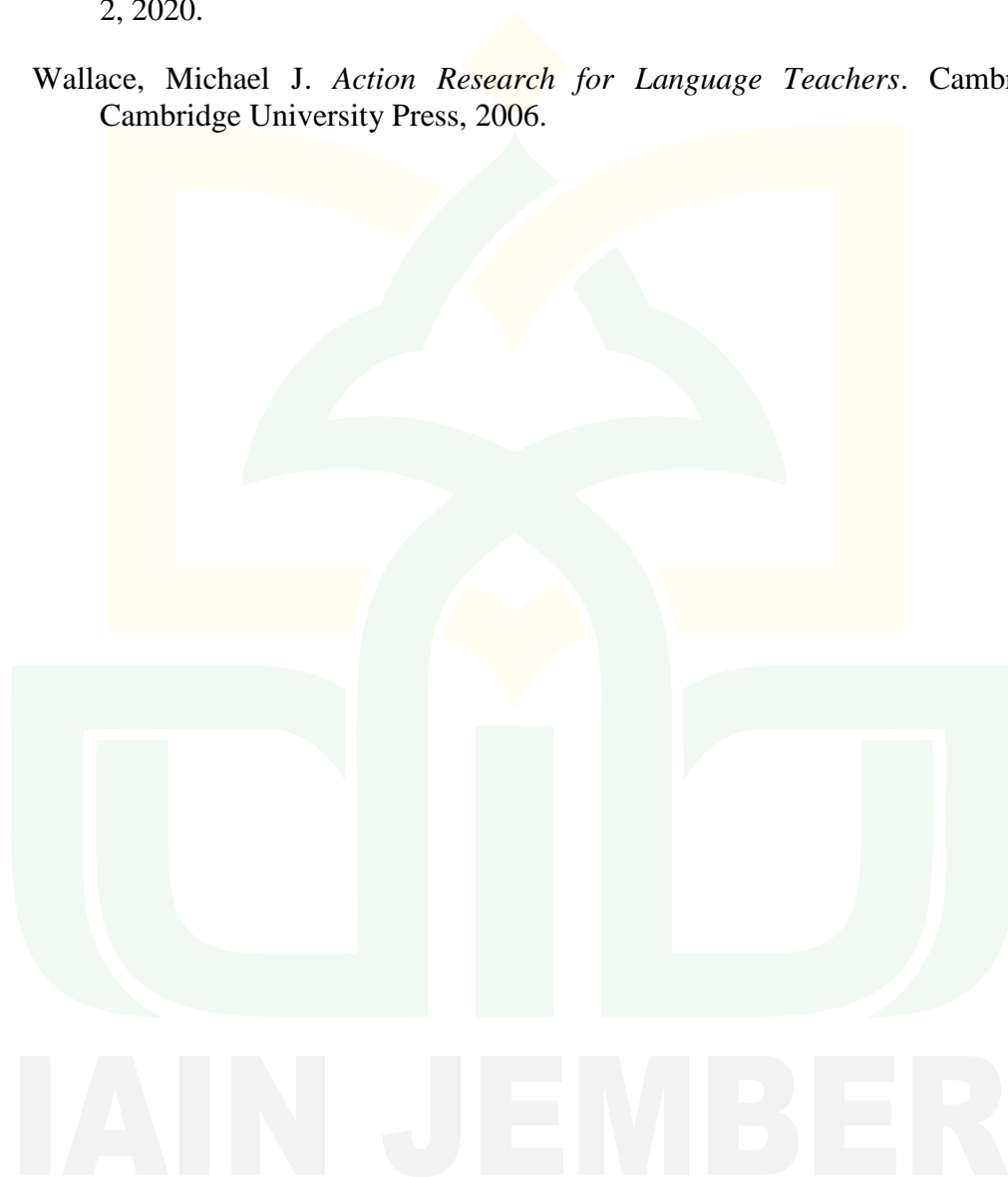
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Appendix 1

Research Matrix

Title	Variable	Indicator	Source of Data	Research Method	General Question
<p>IMPROVING THE STUDENTS' SPEAKING SKILL BY IMPLEMENTING SNOWBALL THROWING TECHNIQUE AT EIGHTGRADE STUDENTS OF JUNIOR HIGH SCHOOL OF NURUL ISLAM IN ACADEMIC YEAR 2020/2021</p>	<p>SNOWBALL THROWING TECHNIQUE</p> <p>STUDENTS' SPEAKING SKILL</p>	<ol style="list-style-type: none"> 1. Concept of Snowball Throwing Technique 2. The procedure of Snowball Throwing Technique 3. The advantages of Snowball Throwing Technique 1. Vocabulary 2. Pronunciation 3. Grammar 4. Fluently 	<p>Students' speaking score (pre-test and post-test)</p>	<ol style="list-style-type: none"> 1. Research Design Classroom Action Research 2. Data Collection method <ol style="list-style-type: none"> a. Speaking test (pre-test and post-test) b. Obsevation c. Interview d. Document Review 3. Data Analysis technique : <ol style="list-style-type: none"> a. Qualitative Stage of CAR : <ol style="list-style-type: none"> 1) Planning 2) Acting 3) Observing 4) Reflecting b. Quantitative $X = \frac{\sum x}{N}$ <p>X = Mean $\sum x$ = individual score N = number of students</p> $P = \frac{F}{N} \times 100\%$ <p>P = the class percentage (students who pass the test) F = total percentage score N = Number of students</p> 4. Criteria of Succes : 70% 	<ol style="list-style-type: none"> 1. How can practicing Snowball Throwing Technique in describing things improve the students' speaking skill at class VIII D of junior high school SMP Nurul Islam Jember?

Appendix 2

THE RESULT OF OBSERVATION

(Field Note)

Time and Place of interview

Day : Tuesday

Date : 21th July 2020

Time : 08.00- finish

Respondent

1. English Teacher
2. Students of class VIII D

Note

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R : bagaimana perkembangan Bahasa Inggris siswa kelas VIII D bu?

ET : perkembangannya biasa saja mbak, tapi ada beberapa murid yang sudah bisa memahami bahasa inggris baik writing maupun speaking namun hanya beberapa saja

R : apakah kemampuan siswa kelas VIII D rata-rata rendah di speaking bu?

ET : iya mbak, sekitar 70% siswa rendah di speaking

R : kira-kira menurut ibu, faktor apa saja yang membuat mereka rendah dalam speaking?

ET : menurut saya, kebanyakan dari siswa itu malas untuk menghafal kosa kata mbak, padahal saya sudah memberi arahan kepada mereka untuk mencari kosa kata dan menulis di kertas lalu saya menyuruh mereka untuk menghafal kosa kata tersebut tapi mereka terlalu mengentengkan dan jarang praktik, dan mereka juga kurang percaya diri untuk berbicara bahasa inggris di depan kelas karena malu dengan temannya karena lingkungan kita masih belum terbiasa. Mereka takut dikoreksi oleh temannya. Membuat kalimat saja mereka hanya mengetahui kosa kata yang familiar untuk kosa kata yang jarang mereka temui masih kurang akibatnya ketika berbicara di depan kelas mereka kebingungan harus menggunakan kosakata manalagi yang harus mereka pakai, mereka tidak terlalu tertarik belajar bahasa inggris karena mereka hanya ingat dan tau artinya

beberapa kosa kata saja.

R : *Ooo begitu nggeh bu, lalu bagaimana untuk strategy atau technique yang sudah ibu gunakan untuk meningkatkan speaking siswa?*

ET : *saya jarang sekali menggunakan strategy maupun technique mbak, saya hanya menjelaskan materi kepada siswa dengan menggunakan buku paket dari sekolah mbak, kadang praktik satu persatu kedepan kelas mbak. Karena saya dikejar dengan materi dan target. Jadi hanya itu saja mbak. Jika mbak mau menggunakan technique atau yang lainnya malah bagus mbak*

R : *rencananya saya akan menggunakan snowball throwing technique untuk mengajar speaking bu, bagaimana jika saya menggunakan snowball throwing technique di kelas VIII D bu?*

ET : *iya mbak tidak apa-apa, boleh kok asalkan technique yang mbak mau terapkan ini bisa meningkatkan speaking siswa dan memudahkan saya juga nantinya*

R : *baik bu, untuk jadwal mengajar di kelas VIII D di hari apa saja, dan waktunya jam berapa nggeh bu?*

ET : *selasa jam 08.00-09.30 dan hari jumat 09.00-10.30 masing-masing 2 jam pealajaran mbak*

R : *terimakasih bu atas waktunya, maaf sudah mengganggu waktunya, jika ada yang masih saya ingin saya tanyakan saya akan menghubungi jenengan kembali nggeh*

ET : *iya mbak sama-sama, samean bisa langsung WA saya saja nanti*

R : *baik bu*

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R : *kalian suka pelajaran Bahasa Inggris atau tidak*

S : *biasa aja miss*

R : *kenapa kok biasa saja? Apa bahasa inggris itu sulit bagi kalian?*

S : *iya miss, sulit sekali*

R : *kenapa kok merasa sulit, coba sebutkan alasannya*

SI : *gak tau artinya miss*

S2 : *bacanya sulit*

S3 : *tidak tau cara bacanya miss*

S4 : *banyak rumusnya juga miss*

R : *kalo ngomong bahasa Inggris gimana? Sulit juga?*

S : *sulit banget miss, kita tidak cara ngomongnya dan tidak tau mau ngomong apa*

R : *kuncinya untuk berbicara bahasa Inggris kalian harus banyak mengetahui kosa kata bahasa Inggris, dengan cara menghafal atau banyak membaca buku bahasa Inggris, mendengarkan lagu atau bisa juga dengan menonton film dan yang paling penting kalian harus sering praktek biar terbiasa berbicara bahasa Inggris*

S : *baik miss*

R : *nah, kalo miss Fitri kasih kalian cara untuk bisa berbicara bahasa Inggris, dan juga bisa membuat kosa kata kalian bertambah, bagaimana? apa kalian mau?*

S : *mau banget miss*

R : *baik, nanti kita coba ya, tapi sebelumnya miss Fitri ucapkan terimakasih karena kalian mau menjawab pertanyaan dari miss Fitri, dan juga miss Fitri minta kerjasamanya untuk penelitian saya ini supaya penelitiannya berjalan lancar*

S : *iya miss*

IAIN JEMBER



**YAYASAN NURUL ISLAM JEMBER
SEKOLAH MENENGAH PERTAMA NURUL ISLAM JEMBER
“TERAKREDITASI A”**

Jl. Pangandaran 48 Antirogo – Jember Kode Pos 68125

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SMP NURIS JEMBER
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (Quantifiers)
Alokasi Waktu	: 2 x 40 menit

PERTEMUAN PERTAMA

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:

- KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)
- KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

- 3.7.1 siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang
- 3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.
- 4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang.
- 4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. MATERI PEMBELAJARAN

1. Materi Reguler

- Fungsi sosial
 - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan dengan *There is/are*
Contoh : There are many people in this class
 There is a lot of bread on the table
 - Kata jumlah yang tidak tertentu: *many, much, a lot (of)*.
Contoh : How many table in this class?
 How much money do you want
 There are a lot of trees in this school.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Keberadaan orang, binatang, benda di kelas, disekolah, dirumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1. Pendekatan pembelajaran : scientific
2. Model pembelajaran : inkuiri
3. Metode pembelajaran : Snowball Throwing Technique

F. Media dan Sumber Belajar

Media pembelajaran : Papan tulis, spidol, lembar kerja.

Sumber : buku paket bahasa inggris "bright an english kelas VII SMP, 2013"

G. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
Pembukaan <ol style="list-style-type: none">1. Guru membuka pelajaran dengan mengucapkan salam.2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar.3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar.4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. Apersepsi <ol style="list-style-type: none">1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi	5 menit
B. Kegiatan Inti :	
1. Mengamati <ul style="list-style-type: none">• Guru meminta siswa untuk membentuk kelompok (1 kelompok beranggotakan 4 orang)• Guru meminta setiap learder dari kelompok masing-masing untuk maju kedepan• Guru menjelaskan materi ke leader masing-masing kelompok• leader diminta untuk memperhatikan penjelasan guru terkait materi there is/there are, much, many, a lot of, countable noun, uncountable noun, cara penggunaan much, many, dan a lot of.• Guru memberikan contoh terkait materi dalam kalimat.	70 menit
2. Menanya <ul style="list-style-type: none">• leader di beri kesempatan untuk menanyakan materi yang belum di mengerti	
3. Mengumpulkan Informasi	

	<ul style="list-style-type: none"> Siswa mendengarkan penjelasan leader tentang materi dan contoh yang sudah dijelaskan oleh guru 	
	4. Menalar/Mengasosiasi <ul style="list-style-type: none"> Setiap kelompok diminta untuk membuat pertanyaan (satu anak membuat satu pertanyaan) tentang materi yang sudah di jelaskan oeh leader kemudian kertas yang sudah berisi pertanyaan di gulung menjadi bola. 	
	5. Mengkomunikasikan <ul style="list-style-type: none"> peserta didik diminta untuk melempar bola sambil berbicara sesuatu atau pertanyaan yang terdapat dikertas di ucapkan (contoh: get ready guys, is there any table in this class) sambil melempar bola kertas tersebut(dimulai dari kelompok 1) setelah siswa mendapatkan satu bola kertas, maka ia harus menjawab soal yang tertulis di bola kertas tersebut setiap kelompok/ setiap anak mendapat giliran untuk menjawab pertanyaan. 	
	6. Generalisasi Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil materi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang materi 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari materi yang sudah di pelajari 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

H. Penilaian

1) Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Tes lisan
- Keterampilan : Unjuk Kerja (berbicara)

2) Instrumen Penilaian

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
4	Grammar					
3	Fluency					

- Analytical scoring rubric

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding.
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistake in grammar but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation impossible to occur
4	Fluency	5	Speaks fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 100$$

PERTEMUAN KEDUA
Rencana Pelaksanaan Pembelajaran
(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (quantifiers)
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:

- KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)
- KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN

- 3.7.1 siswa dapat menentuka fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang
- 3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang

4.6.2 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

D. MATERI PEMBELAJARAN

2. Materi Reguler

- Fungsi sosial
 - Menyebutkan, mendeskripsikan keberadaan orang, benda di rumah, disekolah membuat inventaris, dan sebagainya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan dengan *There is/are*
Contoh : there is only little ink on pen
 There are few chalks in the box
 - Kata jumlah yang tidak tertentu: *a little, little, a few few*
Contoh : The pen is hard to use, there is only little ink in it.
 I have a few pen on my pencil case
 I have few question to ask
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

4. Pendekatan pembelajaran : scientific
5. Metode pembelajaran : Snowball Throwing Technique

F. Media dan Sumber Belajar

Media pembelajaran : Papan tulis, spidol, lembar kerja.

Sumber : buku paket bahasa inggris ‘bright an english kelas VII SMP, 2013’

G. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Awal :	
<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. <p>Apersepsi</p> <p>Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi</p>	5 menit
B. Kegiatan Inti :	
<p>2. Mengamati</p> <ul style="list-style-type: none"> • Guru memminta siswa untuk membentuk kelompok (1 kelompok beranggotakan 5 orang) • Guru meminta setiap learder dari kelompok masing-masing untuk maju kedepan • Guru menjelaskan materi ke leader masing-masing kelompok • leader diminta untuk memperhatikan penjelasan guru terkait materi a littlee, little, a few, few. • Guru memberikan contoh terkait materi a littlee, little, a few, few dalam bentuk kalimat 	70 menit
<p>2. Menanya</p> <ul style="list-style-type: none"> • Leader diminta untuk bertanya ttg materi yang tidak dimengerti 	
<p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan penjelasan leader tentang materi dan contoh yang sudah dijelaskan oleh guru 	
<p>4. Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Setiap kelompok diminta untuk membuat pertanyaan (satu anak membuat satu pertanyaan) tentang materi yang sudah di jelaskan oeh leader kemudian kertas yang sudah berisi pertanyaan di gulung menjadi bola (contoh pertanyaan : can you give an example about a little and little) 	

	5. Mengkomunikasikan <ul style="list-style-type: none"> peserta didik diminta untuk melempar bola ke kelompok lain secara random dan diminta untuk berbicara sesuatu ketika melempar bola atau siswa diminta untuk memberi pertanyaan kepada teman nya secara lisan (dimulai dari kelompok 1) setelah siswa mendapatkan satu bola, maka ia harus menjawab soal yang tertulis di bola tersebut setiap kelompok/ setiap anak mendapat giliran untuk menjawab pertanyaan. 	
	6. Generalisasi Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil materi tersebut.	
C. Kegiatan Akhir :		
	A. Memfasilitasi dalam menemukan kesimpulan tentang materi B. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. C. Meminta beberapa peserta didik untuk mengungkapkan manfaat mempelajari materi yang sudah di pelajari D. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

C. Penilaian

3) Teknik Penilaian

- d. Sikap : Observasi
- e. Pengetahuan : Tes lisan
- f. Keterampilan : Unjuk Kerja (berbicara)

4) Instrumen Penilaian

Scoring Rubric of Speaking

No	Aspects	Score				
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4	Fluency	5	Speaks fluently and little hesitation
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		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible

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$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 100$$

IAIN JEMBER

PERTEMUAN KETIGA
Rencana Pelaksanaan Pembelajaran
(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity
Alokasi Waktu	: 2 x 40 menit

D. 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.

E. KOMPETENSI DASAR:

- KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *there is/are*)
- KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

F. INDIKATOR PENCAPAIAN

- 3.7.1 siswa dapat menentuka fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang
- 3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang

i. Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

G. MATERI PEMBELAJARAN

1. Materi Reguler

- Fungsi sosial
 - Menyebutkan, mendeskripsikan keberadaan orang, benda, binatang, membuat inventaris, dan sebagainya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan dengan *There is/are*
 - Contoh : There is some pen on my pencil case
There are several comic on my bag
 - Kata jumlah yang tidak tertentu: *some, any, several and number of*
Contoh : I have some pen on my pencil case
I have several comic on my bag
Number of students came late to school because of flood
 - Frasa kata depan: *above, behind, between, in, in front of*
Contoh : there is chair in front of table
Ellen sits behind sinta
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

H. Metode Pembelajaran

1. Pendekatan pembelajaran : scientific
2. Metode pembelajaran : Snowball Throwing Technique

I. Media dan Sumber Belajar

Media pembelajaran : Papan tulis, spidol, lembar kerja.

Sumber : buku paket bahasa inggris "bright an english kelas VII SMP, 2013"

J. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran		Alokasi Waktu
A. Kegiatan Awal :		
	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. <p>Apersepsi</p> <ol style="list-style-type: none"> 1. Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan suatu materi 	5 menit
B. Kegiatan Inti :		
	<p>1. Mengamati</p> <ul style="list-style-type: none"> • Guru memminta siswa untuk membentuk kelompok (1 kelompok beranggotakan 5orang) • Guru meminta siswa untuk memilih 2 leardersdan meminta leaders dari kelompok masing-masing untuk maju kedepan • Guru menjelaskan materi ke leadersdan semua siswa • leadersdan semua siswa diminta untuk memperhatikan penjelasan guru terkait materi some, any, several and number of and juga preparation consit of above, behind, between, in and in front of • Guru memberikan contoh terkait materi some, any, several and number of dalam bentuk kalimat 	70 menit
	<p>2. Menanya</p> <p>Leader dan semua siswa diminta untuk bertanya ttg materi yang tidak dimengerti</p>	
	<p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan penjelasan leader tentang materi yang sudah dijelaskan oleh guru • Guru memberikan beberapa kosa kata terkait materidan guru memberikan arti dari kosa kata tersebut dan siswa di minta untuk mengikuti apa yang telah guru ucapkan • Guru memberikan contoh dalam bentuk kalimat 	

	dan meminta siswa mengikuti apa yang telah guru ucapkan	
	4. Menalar/Mengasosiasi <ul style="list-style-type: none"> Setiap kelompok diminta untuk membuat pertanyaan (satu anak membuat satu pertanyaan) tentang materi yang sudah di jelaskan oeh leader kemudian kertas yang sudah berisi pertanyaan di gulung menjadi bola. 	
	5. Mengkomunikasikan <ul style="list-style-type: none"> siswa diminta untuk melempar bola sambil berbicara sesuatu atau pertanyaan yang terdapat dikertas di ucapkan (contoh: get ready guys, is there pen in your pencil case) sambil melempar bola kertas tersebut(dimulai dari kelompok 1) setelah siswa mendapatkan satu bola, maka ia harus menjawab soal yang tertulis di bola tersebut setiap kelompok/ setiap anak mendapat giliran untuk menjawab pertanyaan. 	
	6. Generalisasi Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil materi tersebut.	
C. Kegiatan Akhir :		
	1. Memfasilitasi dalam menemukan kesimpulan tentang materi 2. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar. 3. Meminta beberapa peserta didik untuk megungkapkan manfaat mempelajari materi yang sudah di pelajari 4. Memberikan tugas kepada peserta didik (tugas terlampir).	5 menit

K. Penilaian

1) Teknik Penilaian

- Sikap : Observasi
- Pengetahuan : Tes lisan
- Keterampilan : Unjuk Kerja (berbicara)

2) Instrumen Penilaian

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					

4	Grammar					
3	Fluency					

- Analytical scoring rubric

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding.
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistake in grammar but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation impossible to occur
4	Fluency	5	Speaks fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 100$$

PERTEMUAN KE EMPAT
Rencana Pelaksanaan Pembelajaran
(RPP)

Satuan Pendidikan	:SMP NURIS JEMBER
Mata Pelajaran	:Bahasa Inggris
Kelas/Semester	: VIII/1
Materi Pokok	: describing something of a large or small quantity (quantifiers)
Alokasi Waktu	: 2 x 40 menit

H. 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.

I. KOMPETENSI DASAR:

- KD 3 : 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)
- KD 4 : 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

J. INDIKATOR PENCAPAIAN

- 3.7.1 siswa dapat menentuka fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang
- 3.7.2 siswa dapat menyusun kalimat positif, negatif dan interogatif terkait unsur kebahasaan.

4.6.1 siswa mampu menuliskan cerita pendek sederhana terkait keberadaan orang, benda, binatang

4.1.1 Siswa dapat mendemonstrasikan teks secara lisan di depan kelas.

K. MATERI PEMBELAJARAN

2. Materi Reguler

- Fungsi sosial
 - Menyebutkan, mendeskripsikan keberadaan orang, benda di rumah, disekolah membuat inventaris, dan sebagainya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan dengan *There is/are*
Contoh :There are many people in this class
 There is some pen on my pencil case
 - Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of), any, number of and several*
Contoh : I have several comic on my bag
 I have a few pen on my pencil case
 - Frasa kata depan: *next to, on, on the left, on the right, under*
Contoh : there are some rubbish under your table
 The ruler next to the pencil case
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI

L. Metode Pembelajaran

3. Pendekatan pembelajaran : scientific
4. Model pembelajaran : inkuiri
5. Metode pembelajaran : Snowball Throwing Technique

M. Media dan Sumber Belajar

Media pembelajaran : Papan tulis, spidol, lembar kerja.

Sumber : buku paket bahasa inggris "bright an english kelas VII SMP, 2013"

N. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran		Alokasi Waktu
A. Kegiatan Awal :		
	<p>Pembukaan</p> <ol style="list-style-type: none"> 1. Guru membuka pelajaran dengan mengucapkan salam. 2. Guru menyampaikan indikator pembelajaran berdasarkan kompetensi dasar. 3. Guru menyampaikan tujuan pembelajaran berdasarkan kompetensi dasar. 4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 5. Guru menyampaikan lingkup dan teknik penialaian yang akan digunakan. <p>Apersepsi Guru menstimulasi peserta didik untuk mengingat materi atau pengetahuan yang didiapat sebelumnya yang berkaitan dengan dengan suatu materi</p>	5 menit
B. Kegiatan Inti :		
	<p>6. Mengamati</p> <ul style="list-style-type: none"> • Guru memminta siswa untuk membentuk kelompok (1 kelompok beranggotakan 4 orang) • Guru meminta setiap learder dari kelompok masing-masing untuk maju kedepan • Guru menjelaskan materi ke leaders dan ke semua siswa • Leaders dan semua siswa diminta untuk memperhatikan penjelasan guru terkait materi about quantifiers that consits (much, many, alot of, a little, little, a few, few, some, any, several and number of) dan juga preposition consist of next to, on, on the left, on the right, and under. • Guru memberikan contoh terkait materi dalam bentuk kalimat kepada leaders dan semua siswa 	70 menit
	<p>2. Menanya</p> <ul style="list-style-type: none"> • Leaders dan semua siswa diminta untuk bertanya ttg materi atau contoh yang tidak dimengerti 	
	<p>3. Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa mendengarkan penjelasan leader tentang materi yang sudah dijelaskan oleh guru • Guru memberikan beberapa kosa kata terkait materi dan guru memberikan arti dari kosa kata tersebut dan siswa di minta untuk mengikuti apa yang telah 	

	<p>guru ucapkan</p> <ul style="list-style-type: none"> Guru memberikan contoh dalam bentuk kalimat dan meminta siswa mengikuti apa yang telah guru ucapkan 	
	<p>4. Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> Setiap kelompok diminta untuk membuat pertanyaan (satu anak membuat satu pertanyaan) tentang materi yang sudah di jelaskan oleh leader kemudian kertas yang sudah berisi pertanyaan di gulung menjadi bola. 	
	<p>5. Mengkomunikasikan</p> <ul style="list-style-type: none"> siswa diminta untuk melempar bola sambil berbicara sesuatu atau pertanyaan yang terdapat di kertas di ucapkan (contoh: get ready guys, is there any pen on your pencil case?) sambil melempar bola kertas tersebut setelah siswa mendapatkan satu bola, maka ia harus menjawab soal yang tertulis di bola tersebut setiap kelompok/ setiap anak mendapat giliran untuk menjawab pertanyaan. 	
	<p>6. Generalisasi</p> <p>Guru bersama peserta didik membuat kesimpulan generalisasi dari hasil materi tersebut.</p>	
C. Kegiatan Akhir :		
	<p>E. Memfasilitasi dalam menemukan kesimpulan tentang materi</p> <p>F. Melakukan penilaian untuk mengetahui pencapaian kompetensi kompetensi dasar.</p> <p>G. Meminta beberapa peserta didik untuk mengungkapkan manfaat mempelajari materi yang sudah di pelajari</p> <p>H. Memberikan tugas kepada peserta didik (tugas terlampir).</p>	5 menit

L. Penilaian

3) Teknik Penilaian

- d. Sikap : Observasi
e. Pengetahuan : Tes lisan
f. Keterampilan : Unjuk Kerja (berbicara)

4) Instrumen Penilaian

Scoring Rubric of Speaking

No	Aspects	Score				
		1	2	3	4	5
1	Pronunciation					

2	Vocabulary					
4	Grammar					
3	Fluency					

- Analytical scoring rubric

No	Criteria	Scale	Description
1	Pronunciation	5	Easy to understand and has native speaker's accent
		4	Easy to understand with certain accent
		3	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding.
		2	Difficult to understand because there is problem in pronunciation, asked to repeat
		1	Pronunciation is so bad and it cannot be understood.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes makes mistake in grammar but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
		1	The grammar mistake is so bad and it is difficult to be understood
3	Vocabulary	5	Using a variety vocabulary
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited it is difficult to understand
		1	Vocabulary is so limited so conversation impossible to occur
4	Fluency	5	Speaks fluently and little hesitation
		4	Speak with some hesitations
		3	Speech is frequently hesitant and jerky, sentence may be left uncompleted
		2	Speak frequent confused and unwell
		1	Speech is so halting and fragmentary that conversation is virtually impossible

Nilai maksimal = 20

$$\text{Nilai} = \frac{\text{Nilai yang di dapat}}{\text{Nilaimaksimal}} \times 10$$

Appendix 4







RESEARCH JOURNAL ACTIVITIES

Name : Fitriya

NIM : T20166017

Title : The Implementation of Snowball Throwing Technique to Improve Students' Speaking Skill at Eight Grade of Students Junor High School of Nurul Islam Jember in Academic Year 2020/2021

Location : SMP Nurul Islam Jember

No	Day/Date	Activity	Initials
1.	Tuesday , 28 th july 2020	The researcher gives a "Surat permohonan penelitian" to the school and discusses with English teacher	
2.	friday, 06 th November 2020	The reseracher implements the action (first meeting) in cycle one	
3.	Tuesday , 10 th November 2020	The reseracher implements the action (second meeting) in cycle one	
4.	Friday , 13 th November 2020	The researcher gives a speaking test to the students (post test 1)	
5.	Tuesday , 17 th November 2020	The reseracher implements the action (first meeting) in cycle two	
6.	Friday, 20 th November 2020	The reseracher implements the action (second meeting) in cycle two	
7.	Tuesday , 24 th	The researcher gives a	

Appendix 5

The Presence list of VIII D Class

NO	INITIAL NAME
1.	AQ Z
2.	ACL
3.	AAZR
4.	ADAL
5.	AFD
6.	Az
7.	CSSDU
8.	DPR
9.	DAL
10.	EFH
11.	ENR
12.	HA
13.	LIR
14.	MZA
15.	MC
16.	N FMO
17.	NAA
18.	NS
19.	NTP
20.	NF
21.	ODA
22.	RLA
23.	RL
24.	SNP
25.	SAF
26.	S
27.	TBM
28.	ZNRA

Appendix 6

INSTRUMENT VALIDITY

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion
2. If there is a need to be revised, please write in the column

	Aspek yang di nilai	Skala penilaian				Catatan
		1	2	3	4	
		A. ISI				
	1. Isi materisesuai denganKompetensi IntidanKompetensi Dasar 3.7 dan 4.6			✓		
	2. Indikator soal sesuai dengan materi				✓	
	3. Petunjuk pengerjaan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubric skor yang telah di tetapkan				✓	
	5. Kesesuaian lokasi waktu dengan soal yang telah disediakan			✓		
B. KONSTRUK						
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan " <i>speaking</i> " siswa				✓	
	2. Soal disusun sesuai dengan teori <i>simple present tense</i>				✓	

	3. Soal <i>speaking test</i> disusun sesuai dengan teori <i>speaking</i> yang mana mengharuskan siswa untuk berbicara			✓	
	4. Penilaian kemampuan <i>speaking</i> siswa di adaptasi dari buku H. Douglas Brown			✓	
C. BAHASA					
	1. Petunjuk soal menggunakan kaidah bahasa Inggris yang benar dan sesuai dengan <i>grammatical</i>			✓	
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan salah makna			✓	
	3. Rumusan soal tidak mengundang kata-kata yang menyinggung peserta didik			✓	

Note :

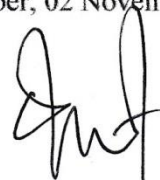
4 : Sangat Baik

3 : Baik

2 : Kurang

1 : Sangat kurang

Jember, 02 November 2020



Nina Hayuningtyas, M.Pd
NIP. 198108142014112003

KISI-KISI SOAL UNTUK SPEAKING TEST

Sekolah : SMP Nurul Islam Jember

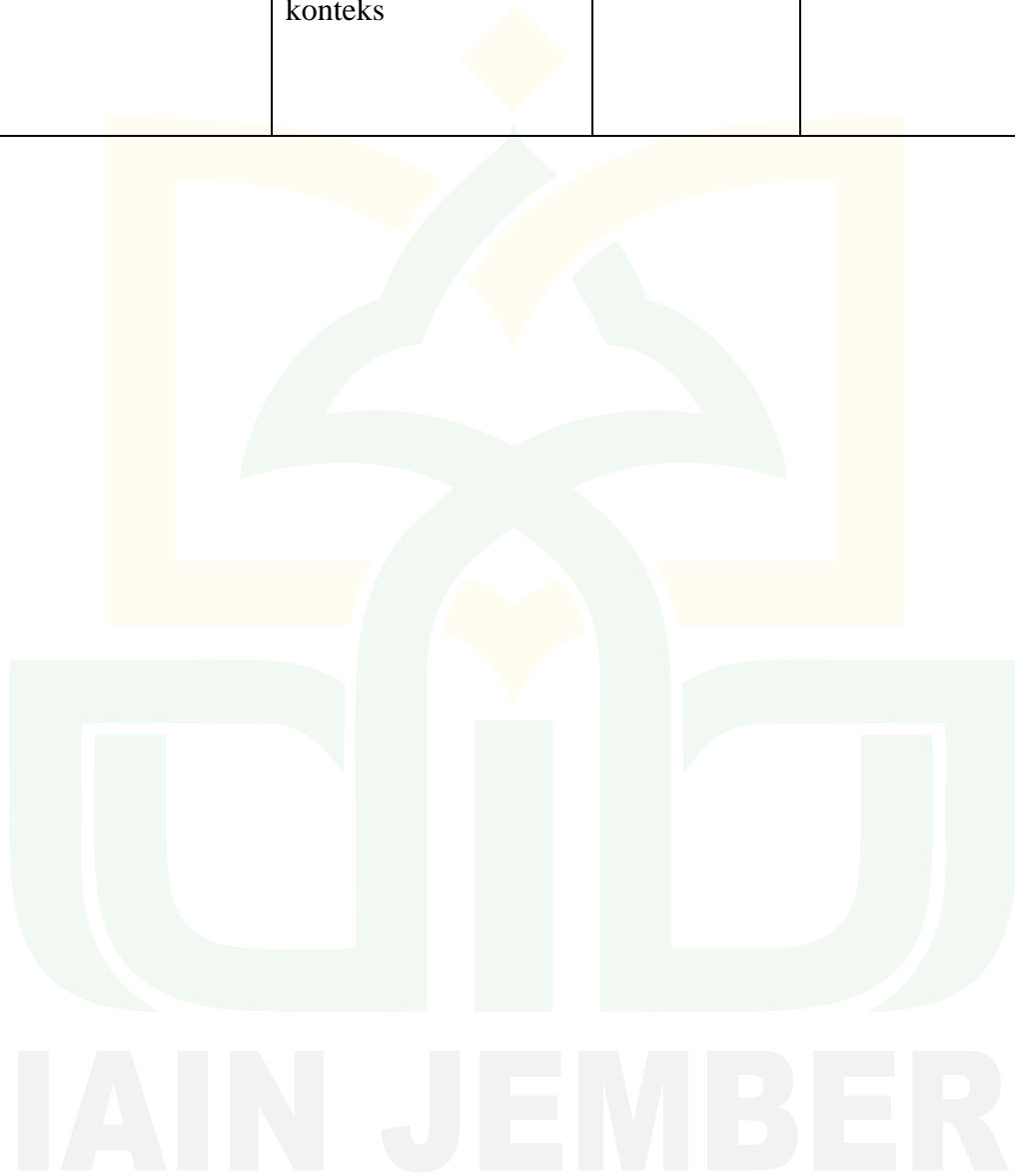
Mata Pelajaran : Bahasa Inggris

Kelas : VIII D

Bentuk Soal : Speaking

Kompetensi Inti	Kompetensi Dasar	Materi	Indikator Soal
<p>KI 3 : memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 : mencoba, mengolah, menalar, 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</p>	<p>KD 3.7 : Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)</p> <p>KD 4.6 : Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang,</p>	<p>Describing something of a large or small quantity (quantifiers)</p>	<p>Pada speaking test model ini siswa diminta untuk bisa mendeskripsikan benda-benda yang berada di kelas, rumah, dan lainnya dengan menggunakan quantifiers. Kemudian siswa juga diminta untuk menggunakan preposition dalam mendeskripsikan benda-benda yang berada di kelas, di rumah dan yang lainnya. Masing-masing siswa mendeskripsikan benda-benda tersebut dalam waktu 2,5 menit dan dilarang membuka kamus dan dilarang bertanya kepada teman ataupun guru.</p>

	benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
--	--	--	--



Appendix 7

Profile of SMP Nurul Islam Jember

SMP Nurul Islam Jember was established by the caretakers of the Nurul Islam Islamic boarding school, Antirogo Sumbersari Jember. SMP Nurul Islam Jember is located Street No 48 Pangandaran, Antirogo Sumbersari Jember. This school was built 1983 on land area of 13.434 m². Which consist 21 classrooms buildings, a science laboratory building, a computer laboratory building, a library, a prayer room, a teacher's office room, a canteen, 2 toilets of female, 2 toilets of male, and 2 toilets of teachers. This school has been accredited "A" and also applied 2013 curriculum.

1. SMP Nurul Islam's Vision and Mission

a. Vision

Creating generation which has anoble character, full of achievements, and showing islamic values

b. Mission

1. Increasing a profesionalism and guiding inovative teaching and learning activities
2. Habituating a good character and behaviour
3. Equipping the teaching and learning tools
4. Habituating the worship into daily life

IAIN JEMBER

Appendix 8

Students Speaking Score in Pre-Test

No	Students' Initial Name	Students' speaking score				Total scores
		Grammar	Fluency	Vocabulary	pronunciation	
1.	AQZ	4	4	4	4	80
2.	ACL	2	2	2	2	40
3.	AAZR	4	4	4	4	80
4.	ADAL	2	2	2	2	40
5.	AND	3	3	3	3	60
6.	AZ	2	2	2	2	40
7.	CSSDU	4	4	4	3	75
8.	DPR	3	3	4	4	70
9.	DAL	3	2	2	2	45
10.	EFH	4	4	3	3	70
11.	ENR	4	4	4	4	80
12.	HA	2	3	3	2	40
13.	LIR	2	2	3	3	50
14.	MZA	2	3	4	2	55
15.	MC	3	3	3	3	60
16.	NFMO	2	3	3	2	50
17.	NAA	3	2	3	2	50
18.	NS	3	3	3	3	60
19.	NTP	2	2	2	2	40
20.	NF	2	2	2	3	45
21.	ODA	2	2	2	2	40
22.	RLA	2	2	3	3	50
23.	RL	2	2	2	2	40
24.	SNP	4	4	4	4	80
25.	SAF	3	2	3	2	50
26.	S	2	2	2	2	40
27.	TBM	2	2	2	2	40
28.	ZNRA	4	4	4	4	80
Total		77	77	78	76	1,550
Mean		55	55	58,57	53,57	55,35
Percentage						21%

Appendix 9 (Research License Letter)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 0843/In.20/3.a/PP.00.9/11/2020 03 Nopember 2020
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Nurul Islam jember
Jln Pangandaran 48 Sumbersari, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Fitriya
NIM : T20166017
Semester : IX
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The implementation of snowball throwing technique to improve students' speaking skill at eight grade of junior high school of Nurul Islam Jember in academic year 2019/2020*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Gus Rahmatullah Rijal, S. Sos..

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Guru bahasa Inggris SMP Nurul Islam jember
Siswa-siswi kelas 8d SMP Nurul Islam jember

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 03 Nopember 2020

an Dekan
Wakil Dekan Bidang Akademik,



Mashudi

Appendix 10 (Research Finished Letter)



SEKOLAH MENENGAH PERTAMA NURIS JEMBER

(Terakreditasi “ A ”)

NSS : 204 052 403 156

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- Adalah benar telah melakukan penelitian dalam rangka penulisan skripsi yang berjudul: *“The Implementation Of Snowball Throwing Technique To Improve Student’s Speaking Skill At Eight Grade Of Junior High School Of Nurul Islam Jember In Academic Year 2020/2021”* pada tanggal 28 Juli – 24 November 2020, yang
- bersangkutan juga telah membahas materi hasil penelitiannya dengan kami.

Atas perhatiannya kami ucapkan terimakasih.

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Appendix 11

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State that thesis entitled “Improving The Students’ Speaking Skill by Implementing Snowball Throwing Technique at Eight Grade of Students Junior High School of Nurul Islam Jember in Academic Year 2020/2021” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

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Appendix 12

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