AN UNDERGRADUATE THESIS

THE USE OF SNOWBALL THROWING TECHNIQUE TO IMPROVE THE SPEAKING PERFORMANCE AMONG THE SEVENTH GRADE STUDENTS OF MTsN 1 LAMPUNG TIMUR

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE USE OF SNOWBALL THROWING TECHNIQUE TO IMPROVE THE SPEAKING PERFORMANCE AMONG THE SEVENTH GRADE STUDENTS OF MTsN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2016/2017

Presented as a Partial Fulfillment of the Requirement
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in English Education Department

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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

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Sudah dapat kami setujui dan dapat diajukan untuk dimunqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb

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To: The Honorable
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the undergraduate thesis
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Name   : Alvi Nurul Muhimmah
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                  TECHNIQUE   TO   IMPROVE   THE   SPEAKING
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                  STUDENTS OF MTSN 1 LAMPUNG TIMUR**

It has been agreed so it can be continued to the Tarbiyah and teacher Training
Faculty in order to be examined in munaqosah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE
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The Undergraduate Thesis entittled: The Use of Snowball Throwing Technique to Improve the Speaking Performance Among the Seventh Grade Students Of MTs N 1 Lampung Timur. Written by Alvi Nurul Muhimmah, Student Number 13106687 English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty in June 19th, 2017 at 10.00-12.00 A.M.

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THE USE OF SNOWBALL THROWING TECHNIQUE TO IMPROVE THE SPEAKING PERFORMANCE AMONG THE SEVENTH GRADE STUDENTS OF MTsN 1 LAMPUNG TIMUR

ABSTRACT

BY:
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The purpose of this research is to explore the use of snowball throwing technique in speaking and to know whether snowball throwing technique can be used to improve the speaking performance among the seventh grade students of MTs N1 Lampung Timur.

The focused on this research is speaking performance. It is related to the problem identification that the students does not have confidence to speak english infront of their friend and the students afraid of making mistake when they are speaking. Using snowball throwing technique can be alternated in order to build the students confidence to improve the students' speaking performance

This research is categorized into classroom action research. The action was done in two cycles. Each cycle consisted of planning, action, observation and reflection. In this research the students were given pretest before treatment and post test. The object of this research was 32 students at the seventh grade in MTs N 1 Lampung Timur in the Academic Year 2016/2017. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation.

The result of this research shows that there is increasing in students speaking performance. The increasing can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 64,34 in pre-test to 67,68 in post-test I, and 72,40 in post-test II. It means that the increasing student score in cycle I to cycle II were 4,72 point. The conclusion of this research is using snowball throwing technique to improve students speaking performance among the seventh grade students of MTs N 1 Lampung Timur is successful because criteria used in this research was achieved well.

(keyword : speaking performance, snowball throwing, classroom action reseacrh)

MENINGKATKAN KEMAMPUAN BERBICARA MENGGUNAKAN TEKHNIK SNOWBALL THROWING PADA SISWA KELAS TUJUH MTsN 1 LAMPUNG TIMUR

ABSTRAK

OLEH:
ALVI NURUL MUHIMMAH

Tujuan dari penelitian ini adalah untuk mengeksplorasi penggunaan teknik snowball throwing pada kemampuan berbicara siswa dan untuk mengetahui apakah teknik snowball throwing dapat digunakan untuk meningkatkan kemampuan berbicara siswa kelas tujuh di MTsN 1 Lampung Timur.

Penelitian ini berfokus pada kemampuan berbicara siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa tidak memiliki kepercayaan diri untuk berbicara bahasa Inggris di depan teman mereka dan siswa merasa takut melakukan kesalahan saat mereka berbicara. Menggunakan teknik snowball throwing menjadi salah satu alternatif untuk membangun kepercayaan diri siswa guna meningkatkan kemampuan berbicara siswa.

Penelitian ini dikategorikan dalam penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan *(planning)*, pelaksanaan *(action)*, pengamatan *(observing)* dan dan pengayaan *(reflection)*. Dalam penelitian ini siswa diberikan tes awal *(pretest)* sebelum pelaksanaan penelitian. Peneliti menggunakan 32 siswa kelas tujuh di MTs N 1 Lampung Timur pada Tahun Akademik 2016/2017 sebagai objek penelitian. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan dalam kemampuan berbicara siswa. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre-test, post-test I dan post-test II. Peningkatannya dari 64,34 di pre test menjadi 67,68 pada post-test I, dan 72,40 pada post-test II. Artinya, kenaikan nilai siswa pada siklus I ke siklus II adalah 4,72 poin. Kesimpulan dari penelitian ini adalah teknik snowball throwing untuk meningkatkan kemampuan berbicara siswa pada siswa kelas tujuh MTs N 1 lampung Timur dapat dikatakan sukses karena kriteria yang ditentukan dalam penelitian ini tercapai dengan baik.

(Kata kunci : kemampuan berbicara, tehnik snowball throwing, penelitian tindakan kelas)

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Alvi Nurul Muhimmah

Student Number   : 13106687

Departement   : Tarbiyah and Teacher Training Faculty

Study Programme   : English Education

State that this undergraduate thesis is original except certain parts of it quoted from the bibiliography mentioned.

Metro,   June 2017

ALVI NURUL MUHIMMAH
Student Number. 13106687

MOTTO

<div dir="rtl">

فَمَن يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ۝ وَمَن يَعْمَلْ مِثْقَالَ

ذَرَّةٍ شَرًّا يَرَهُ ۝

</div>

So whoever does an atom's weight of good will see it, and whoever does an atom's weight of evil will see it. (Q.S Al-Zalzalah 7-8)

"For every action there is always an equal and opposite reaction"

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents
(Mr.Rasikun and Mrs.Nur Soimi)

My beloved Sister
(Lifya Nurul 'Ilmiyah)

My beloved lectures of English Education Study Program
of State Instituate for Islamic Studies of Metro

My Best Friends
(Yesi Angreini. Umi Nafi' Azizah, Frelintina Citra Utami, Rosita Oktayani, Yuyut Sugianti)
My Best Partner (Ani Kartini)

And My Classmate in A Class 2013

My almamater

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In the name of Allah, the Most Gracious, the Most Merciful. Praise to Allah who has created the beautiful universe, created human as the best vessel and given his blessing to all mankind all over the world without any exception. Peace and blessing be upon the lovely prophet Muhammad SAW, the family, and followers.

There are many helpful individuals involved in accomplishing this undergraduate thesis. My greatest acknowledgments go to both of my advisors, Dr. Mahrus As'ad, M.Ag and Syahreni Siregar, M.Hum may Allah SWT gives reward for them. Furthermore, I would like to thanks everyone that I could not mention one by one but involved in accomplishing this research proposal, directly or indirectly.

Last but not least, nothing is perfect in the world. I realize that this undergraduate thesis is far from being perfect. However, I hope that this undergraduate thesis can provide contribution to the improvements of English teaching. Therefore, I really need your valuable comment, criticism, and suggestion. Finally, I apologize for all mistakes in this undergraduate thesis in which it is made in writing.

Metro, June 2017
The Researcher

Alvi Nurul Muhimmah
St.ID. 13106687

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CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesia is one of country that used English as a foreign language. For the Indonesian students, learning English language is not easy to learn because the language has different structure, pronunciation and vocabularies. Learning English enables the students to communicate in international relationship.

There are four skills in learning English as the foreign language they are listening, speaking, reading, and writing. These skills can be grouped differently: reading and listening are receptive skills as they used in receiving information. Receptive skills include understanding when someone listen and read. They receive the language and decode the meaning to understand the message. Speaking and writing are productive skills as they are useful for producing and conveying information. Learners use the language that they have acquire to produce a message through speech or written text.

Speaking is one of the productive skills, this skill is a basic in mastering a foreign language. Speaking skill is important for the students to be able to communicate. Everyone needs to have a good speaking skill to help them communicate more easily and effectively. Practicing speaking skill is not easy, because many students still have difficulties to speak even though they have a lot of vocabularies.

Furthermore there are some indicators could be used to assess speaking performance from the students. The indicators for assessing speaking are grammar, vocabulary, comprehension, fluency, pronunciation.

Moreover, there are several techniques can be applied in teaching speaking, such as: role play, guessing game, using picture, cue card to teach speaking and snowball throwing. In this research the researcher will apply one technique to teach speaking, the technique is snowball throwing. It is a learning model used to get the answer which created by the students. It makes the students able to response the message from other students and transfers the message to their friends in group. Based on the explanation above the researcher is interested to conduct research to explore theories about the successful of teaching speaking through snowball throwing method.

Snowball is a useful cooperative learning technique because each member works alone first and then presents to the group, thus students are discouraged from either doing nothing or, the opposite, attempting to dominate the group. The group has a common goal, e.g., in Forward Snowball, their goal is to make a long list, and each group member contributes to that goal. Also, the group has a single product and this encourages them to work together.

The following is the result data of pre survey on October 26th, 2016 at the MTs N 1 Lampung Timur.

Table 1
The Result Data of Speaking Performance Based on Pre Survey
Among the Seventh Grade Students of MTsN 1 Lampung Timur

No	Name	Score	Interpretation
1	AGP	45	Incomplete
2	AMA	60	Incomplete
3	AH	60	Incomplete
4	AAB	55	Incomplete
5	ANA	55	Incomplete
6	ARR	65	Incomplete
7	AZR	65	Incomplete
8	AN	60	Incomplete
9	AFA	50	Incomplete
10	AND	70	Complete
11	BNH	55	Incomplete
12	BAA	45	Incomplete
13	EA	50	Incomplete
14	HRI	95	Complete
15	HAA	65	Incomplete
16	ID	50	Incomplete
17	KTT	75	Complete
18	MHL	65	Incomplete
19	MS	80	Complete
20	MP	60	Incomplete
21	MM	65	Incomplete
22	MHS	60	Incomplete
23	OA	80	Complete
24	PB	80	Complete
25	PC	65	Incomplete
26	RAR	75	Complete
27	RAA	75	Complete
28	RN	65	Incomplete
29	SF	65	Incomplete
30	SAL	70	Complete
31	SR	80	Complete
32	UMR	75	Complete
TOTAL		2080	
AVERAGE		65	

Source: The Data of Pre Survey on October 26th, 2016

Based on the table above the researcher inferred that the speaking performance from 32 students is still low. From 32 students, there are 21 students or 66% who does not complete standard minimum requirement (SMR). The Standard Minimum Requirement (SMR) is 70 for English.

Based on the observation, researcher analyze that the students become passive in speaking related to some factors, such as: 1) Students were afraid of making mistake when they speak (2) Students rarely practice speaking outside the classroom (3) the students sometimes feel bored with the speaking learning process (4) students does not have confidence to speak english infront of their friend. Therefore, teacher should encourage the learners to be more active to speak.

Based on the phenomenon that has been mentioned, the solution must be found to overcome the problems faced by students in speaking. Therefore, teacher should be able to apply the effective method and technique to improve students' speaking skill. For this reason, the researcher is meant to conduct the research entitled "The Use of Snowball Throwing Technique to Improve the Speaking Performance among the Seventh Grade Students of MTs N 1 Lampung Timur".

B. Problem Identification

In this research, the writer formulates the problems of the study as follows:

1. Students were afraid of making mistake when they are speaking.

2. Students rarely practice speaking outside the classroom.

3. Students sometimes feel bored with the speaking learning process.

4. Students does not have confidence to speak english infront of their friend.

C. Problem Limitation

Based on the background and identification above the researcher focus on "The Use of Snowball Throwing Technique to Improve the Speaking Performance among the Seventh Grade Students of MTs N 1 Lampung Timur"

D. Problem Formulation

Concerned with the background of the study and problem identifications above, the researcher formulates the problem as follows: "Can Snowball Throwing Technique improve the students' speaking performance among the seventh grade of MTs N 1 Lampung Timur"

E. The Objective and Benefit of the Research

1. Objective of Research

The Primary goal of the research is: to show that snowball throwing technique can improve students' speaking performance among the seventh grade of MTs N 1 Lampung Timur.

2. Benefit of Research

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows

a. For the Teacher

The result of this research can be used by teacher to add variety in learning speaking and also to enhance the effectiveness of English technique to teach speaking.

b. For Student

The result of this study is intended to provide a new experience for student to learn speaking and also to motivate the student to improve their speaking performance.

c. For Further Research

The result of this research could be a comparison to other researcher for research in the future.

CHAPTER II

REVIEW OF THE LITERATURE

A. **Theoretical Review**

1. **The Concept of Speaking Performance**

   a. **Definition of Speaking Performance**

   According to Oxford Advanced Learner's Dictionary, "performance means the act of performing a play, a concert or some other form of entertainment.[1]

   Speaking as one of the four language skills are very important to learn by individuals to communicate with others. Speaking is an interaction between speaker and listener, the purpose is to deliver information from the speaker during conversation or other speech context. When people speak, it means they want to deliver or share their ideas. Nunan points out that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[2]

   Richards states that the mastery of speaking is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel

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[1] Joanna Turnbull, *Oxford Advanced Learner's Dictionary,* (Oxford University Press: 8th Edition, 2010). p108.

[2] David Nunan*, Language Teaching Methodology*, (New York: Prentice Hall, 1991), p. 39.

they have improved in their speaking language proficiency.[3] Therefore speaking is the most important aspect in learning a second or foreign language.

Scott Thornbury explains that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of word a day, although some people-like auctioneers of politicians-may produce ever more than that."[4]

Furthermore Mc Donough states that speaking is desire and purpose driven; in other words, we genuinely want to communicate something to achieve a particular end. He also adds that speaking involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships.[5]

Moreover Sari Louma writes that Speaking are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because

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[3] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

[4]ScottThornbury, *How To Teach Speaking*, (New York: Person Education Limited, 1995), p. 1.

[5] Jo McDonough, et.al, *Materials and Methods in ELT: A Teacher's Guide*, (USA: Blackwell Publishing), 2013, p. 157.

we expect test scores to be accurate, just and appropriate for our purpose.[6]

Based on the explanation above, the researcher conclude that speaking performance is the act of someone to express ideas, feelings, thoughts and emotions and to respond what other say orally in terms of talk or conversation. Speaking is probably a priority for most learners to learn second or foreign language.

b. The Process of Speaking Performance

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following

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[6] Sari Luoma, *Assessing Speaking*, (New York: Cambridge University Press), 2004, p.1.

speaking, the speaker might accept comments, answer questions, explain concepts not understood, or assess the process. The following are components of the speaking process.

1) Speaker

A person who stimulates public dialogue by delivering an oral message. The speaker researches the topic of the speech, organizes the material that results from research, presents the message, and manage discussion after or in some case during a speech. Throughout this process, the speaker is civil considering the needs and characteristic of the audience.[7]

2) Message

The information conveyed by the speakers to the audience. Message can be verbal or non verbal. When we speak, we convey messages by encoding or translating ideas and feelings into words, sounds and gestures. When we received the message, we are decoding it or translating words, sounds and gestures into ideas and feelings in an attempt to understand the message.

3) Noise

Noise is anything that interferences with understanding the message being communicated. Noise may be external or internal. External noise interference outside the speaker or audience might be construction work going on outside the classroom. Internal noise

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[7] Cindy L Griffin, *Invitation to Public Speaking*, (United States: Wadsworth, 2006), p. 10.

interference within the speaker or audience might be a headache that affects one's concentration or cultural differences that make it hard to understand a message.

c. Elements of Speaking Performance

The ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot. Harmer writes some elements necessary for spoken production as follows:[8]

1) Connected Speech

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying "I would have gone) but also to use fluent connected speech (as in "I'd've gone). In connected speech sounds are modified (simulation), omitted (elision), added (linking) or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

In connected speech, the pronunciation of a word will change depending on the words around it. Changes in pronunciation within and across word boundaries include changes to individual sounds and new sounds being inserted.

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[8] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2001), p. 269.

For example elision of sounds can be seen clearly in contracted forms like *isn't* (is not), *I'll* (I shall/will), *who's* (who is/has), *they'd* (they had, they should, or they would), *haven't* (have not) and so on. We see from these examples that vowels or/and consonants can be elided. In the case of contractions or words like *library* (pronounced in rapid speech as /laibri/), the whole syllable is elided.

It means that when we speak naturally we do not pronounce a word, stop, then say the next word in the sentence. Fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning of the words.

2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). Stress is the relative emphasis that may be given to certain syllables in a word. Example [d n] - garden - the first syllable is stressed: *gar*den. Intonation also deals with the stress of word. The entire variation of pitch while speaking is called intonation. A very obvious difference in intonation can be observed when looking at statements and questions.

The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. A sentence can be spoken differently depending on the speaker's intonation. The people can understand what people feel by looking at their expression.

3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

One of the fathers of the Communicative Language Teaching Henry Widdowson advocated using lexical items as a starting point and then 'showing how they need to be grammatically modified to be communicatively effective'.

4) Negotiation Language

Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial.

Speakers also need to structure their discourse if they want to be understood, especially in giving presentations. They need to use certain phrase to highlight the content structure of their discourse. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Example asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning.

d. Problems of Developing Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. There are some problems for the students to develop their speaking performance. Ur writes there are four problems to develop speaking performance such as:[9]

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face or simply shy of the attention that their speech attracts.

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[9] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York: Cambridge University Press, 1991), p. 121.

2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

Part of a teacher's job, therefore is to set an appropriate level of challenge for the students. This means setting test that are not too difficult or too easy and involving students in learning task they can succeed in.[10]

4) Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some

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[10] Jeremy Harmer, *The Practice of English Language Teaching, 4rd edition*, (London and New York: Longman), p. 101.

classes particularly the less disciplined or motivated ones to keep the target language.

As many teachers' observations indicate the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

According to Thornbury, the process of developing speaking consists of three stages:[11]

1) Awareness

   Learners are made aware of features of target language knowledge,

2) Appropriation

   These features are integrated into their existing knowledge base,

3) Autonomy

   Learners develop the capacity to mobilize these features under real time conditions without assistance.

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[11] Magdalena Aleksandrzak, *Problems and Challenges in Teaching and Learning Speaking at Advanced Level*, (Glottodidactica: Adam Mickiewicz University Press Pozna , 2011), p. 43-44.

It seems that at the advanced level of foreign language proficiency students and teachers' efforts should be focused on the stage of appropriation and its effective movement towards autonomy in target language use. For that purpose they need a range of speaking tasks that encourage a considerable degree of independence by relying on extensive oral practice (treated as a source of meaningful input and feedback) mainly in the form of student interactions.

Moreover, Brown suggests some causes that make speaking difficult as follows:[12]

1) Clustering

    Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

    The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

    Contractions, elisions, reduced vowels etc, all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

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[12] H.Dauglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (San Francisco: State University, Logman, 2008), p. 270.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrase of colloquial and that they get practice in producing these forms.

6) Rate of Delivery

Another silent characteristic of fluency is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation, as well be explained the stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its riches component, the creativity of conversational negotiation

2. The Concept of Snowball Throwing Technique

a. Definition of Snowball Throwing Technique

Cooperative learning offers second language teachers many ideas for how they can go beyond merely asking students to work together in pairs or groups. Different techniques will be appropriate with different learning goals and will match with different views of teaching. Furthermore, techniques can be adapted to fit particular learning situations. We now discuss snowball technique.[13]

Harris and Bell write, in snowball technique the discussion group 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 by one or two individuals.[14]

As the name implies, this technique involves group members in subgroups of ever increasing size until the total group members involved together. It begins with each individual group member working on a problem and then sharing this information in pairs. each pairs then joins with another pair for further work on the problem and then these tetrads join with each other to form a groups of eight. works

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[13] Thomas S. C. Farrell, George M Jacobs, *Essentials for Successful English Language Teaching,* (London: MPG Book Group Ltd, 2010), p. 33.
[14] Martin Tessemer and Duncan Harris, *Analysing the Instructional Setting: Environmental Analysis*, (London: Routledge, 1992), p. 154.

continues in this fashion until the entire group comes together to share its ideas in a plenary session. The work can become progressively mor detailed as the snowball grows and this technique is useful for getting every member of the group involved in participation.[15]

This technique allows students to think about their own responses to issues and to begin a collaboration process with those around them to consider their thoughts on the same question. It is a useful way of encouraging less vocal pupils to share ideas initially in pairs an then in larger groups. It also ensures that everyone views on an issue may be represented and allows a whole class consensus to be arrived at without a whole class discussion.[16]

In the snowball activity, pupils share information first with one partner, then with another pair, then with a larger group, and so on. This can be done with fact provided by the teacher, fact gleaned from a source, or ideas generated by individuals, depending on the teacher's purpose. It can be quite sedentary, with pupils turning to each other and then turning around in their chairs, or it can be completely free range, with pupils walking around. A snowball is about repetition, building confidence, practicing and sharing.[17]

Snowball is a useful cooperative learning technique because each member works alone first and then presents to the group, thus students

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[15] Franciss M Quinn, *The Principle and Pracice of Nurse Education*, (London: Licensing Agency Limited, 2000), p.378

[16] Professional Development Service for Teacher, *Active Learning Methodologies*, p.17

[17] Liz Haslam, *English as an Additional Language: Meeting The Challenge in The Classroom*, (London: David Fultson Ltd, 2005), p.10

are discouraged from either doing nothing or, the opposite, attempting to dominate the group. The group has a common goal, e.g., in Forward Snowball, their goal is to make a long list, and each group member contributes to that goal. Also, the group has a single product and this encourages them to work together.[18]

It can be conclude 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. The Principle of Snowball Throwing

The snowball technique is valuable in managing the contribution of ideas from every member of the class. Teacher starts by asking pupils to produce an individual list of ideas, then the students combine the ideas in pairs or groups. [19]

The application of learning models snowball throwing method is a form of application of meaningful learning in the English lesson involves students in a holistic, both aspects of the physical, emotional, and Intellectual. Teaching Snowball throwing method is learning that is done by forming a group is assigned by the teacher, the question of the

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[18] Thomas S. C. Farrell, George M Jacobs, *Essentials for Successful.,* p. 35.
[19] Steve Kennewell, et.al, *Learningto Teach ICT in the Secondary School: A Companion to School Experience*, (London: RoutledgeFalmer, 2003), p.93.

boot as the ball shape, and the throwing of one student to another student, each student answer questions from the ball on the receipt based on the material.

The learning environment and management system of cooperative learning when using the snowball throwing technique provides opportunities for democratic learning, enhance the appreciation of students for academic learning and changing norms related to achievement, prepare students to learn using collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue, create a positive socio-emotional climate, facilitate learning to live together, foster productivity in a group, changes the role of teachers from being center stage performers to choreographing group activities and raises awareness of the importance of learning as one of the social aspects of the individual.

There are several principles that must be known in applying the method of learning with snowball throwing technique. These principles are as follows.

1) The students are able to learn actively or called student active learning.

2) The students are able to learn and work with peers or called cooperative learning.

3) Demanding teachers to conduct participatory learning activities.

4) Develop an enjoyable atmosphere in the classroom. Learning is fun or called joyful learning.

The snowball throwing technique has advantages to train the readiness of the students since the ball is thrown at random and the technique is a kind of knowledge sharing activity since the student who gets the ball must answer the written question and share their opinions with the other members of the group. The snowball throwing technique is also able to increase the speaking ability of students because in these activities they will have different roles including having to speak. This means that they do not have to take the same responsibilities all the time since in this technique the students should formulate and answer questions properly and correctly.

c. **Kinds of Snowball Throwing**

Karney state that snowball is actually two techniques in one: Forward snowball and reverse snowball. Forward snowball involves students in working together to generate ideas, and in reverse snowball students choose from among the ideas their group has generated. Forward snowball is used for brainstorming and highlights the benefit of heterogeneity because it is good for gathering as many ideas or as much information as possible.[20]

Forward Snowball is also useful for teambuilding (creating bonds among group members) because it provides dramatic proof that two (or

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[20] Thomas S. C. Farrell, George M Jacobs, *Essentials for Successful*, p. 34.

more) heads really are better than one. Within second language teaching such as English as a second language (ESL) class, Forward Snowball can be used as follows: The teacher writes a word on the board, such as "important." Students do Forward Snowball to see how many words they can generate using the letters of "important." Perhaps they can use various aids, such as electronic dictionaries and websites, to find more words.

In Forward Snowball, the group's list gets bigger and bigger, however, in Reverse Snowball, it gets smaller. Thus, this technique builds analysis and evaluation skills as in the following steps:

1) Step 1

Each group member works alone to list ideas or information.

2) Step 2

Pairs explain their lists to each other and then make a list of only those items that appear on both lists or only those that they think are the best.

3) Two pairs repeat the same process.

Reverse Snowball could work as follows: Each group member lists four examples of good writing in a particular text. By Step 3 of Reverse Snowball, they try to agree on the best example of good writing in the text and prepare to explain their choice.

d. Steps of Snowball Throwing

Joanna notes that, there are several guidelines for students in teaching language by snowball technique as follows:[21]

Firstly, sets of 3 different colored post it notes (example: yellow, blue and pink). Every learner is given a yellow post it. Ask question, and without conferring with their peers, they write their response.

Secondly, allocate learners into pairs and give each pair a blue post it. Instruct the pairs to compare their answers and write a new combined one.

Thirdly, put learners into two groups at least 2 pairs per group and give each group pink post it. Instruct the group to compare their answers from the blue post its and compose a collaborative group answer. Facilitate feedback as a whole group and write key words from their definitions on a flip chart.

Lastly, show the answer and praise them for the keyword they have given. All learners have opportunity to contribute and stronger learners can share their knowledge with their peers.

e. Procedures of Snowball Throwing

Another resource writes the procedure of doing snowball as follows:[22]

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[21] Joanna Smithies, *Activities and Resources for KS3 to PGCHE*, (USA: Paperback, 2015), p. 62.

[22] Francisca Sanchez, *Interactive Classroom Strategies & Structures for Success, (Francisca Sanches*, 2010), p.131.

1) Each student finds a partner.

2) In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.

3) The students ball up their papers.

4) The "question" students line up on one side of a line rope, or ribbon.

5) The "answer" students line up on the other side. Both lines should be facing each other.

6) On the teacher signal, the students throw their snowball across the line.

7) At the teacher's stop signal, everyone pick up one snowball and tries to find the partner snowball.

8) In their new pairs, students read their question and answer then use their resources (textbook, other print material available, posters, etc) to verify the answer and to provide evidence (source) that the answer is correct. If necessary, the students revise the answer.

9) Students can also use their work to create group or class resource books for that topic.

f. Advantage and Disadvantage of Snowball Throwing

1) Advantage of Snowball

Gwyneth Owen state that the advantage of snowball technique is that it prepares pupils to participate confidently in the final plenary discussion. [23]

Tessemer and Duncaan writes that this method allows more issues to be covered in less time, allows everyone to participate actively and prevents the discussion being dominated by one or two individuals.[24]

2) Disadvantage of Snowball

There are two disadvantages in practice, those are:[25]

a) First, pupils may not always be good at managing the negotiation which allows the pair to reach a common view and then the quartets to reach a consensus. A consensus may be arrived at through domination rather than through reasoned discussion.

b) Second, pupils may switch off as they find themselves going over the same ground. To avoid this second problem, the sequence of stages can be differentiated.

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[23] Gwyneth Owen Jackson, Aspect *of Teaching,* p.142
[24] Martin Tessemer and Duncan Harris, *Analysing the Instructional.,* p. 154.
[25] Gwyneth Owen Jackson, Aspect *of Teaching,* p.142

B. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as follows: "The use of Snowball Throwing Technique can improve the Speaking Performance among the Seventh Grade Students of MTs N 1 Lampung Timur".

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Research

The Object of this research is "The use of Snowball Throwing Technique to Improve the Speaking Performance among the Seventh Grade Students of MTsN 1 Lampung Timur". In this research, the researcher wants to improve students' speaking performance.

The research method used by researcher to achieve target or object in speaking performance is classroom action research (CAR). Action research is a form of practitioner research that can be used to help you improve your professional practices in many different types of workplace.[1] Action research is conducted by practitioners who regard themselves as researchers. The main characteristic of action research is practice based, improving practice and focus on improving learning, not improving behaviors. Action research is different from quantitative and qualitative research, but has characteristics of both. Action research is about two things: action (what you do) and research (how you learn about and explain what you do). The action aspect of action research is about improving practice. The research aspect is about creating knowledge about practice. The new knowledge can be objective, such as knowledge of facts and figures, and also subjective, when a person develops new understanding.

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[1] Jean McNiff, et.al, *You and Your Action Research Project*, (New York: Routledge, 1996), p.7.

The researcher used model developed by Kemmis and Mc Taggart in Burns.

The procedure of the classroom action research, as follow:

1. Planning

2. Acting

3. Observing

4. Reflecting

Here are the steps of classroom action research design developed by Kemmis and Mc Taggart.[2]


```
                    Reflect
                           |
                          Plan
                           ↓
   CYCLE 1      Observe

                        Action


                    Reflect
                           |
                        Revised
                         Plan
                           ↓
   CYCLE 2      Observe

                        Action
```
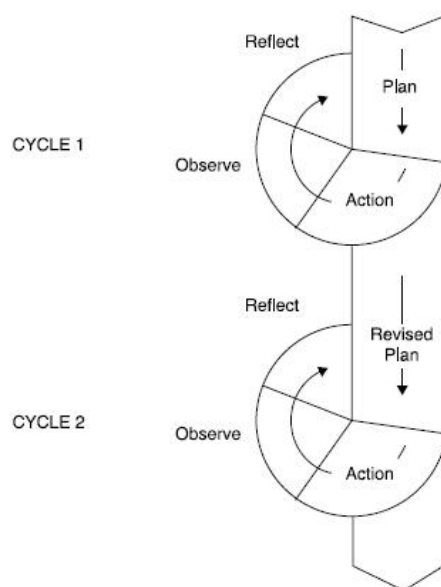
The Action Research Cycles by Kemmis and Mc Taggart 1998 in Burns

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[2] Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010) , p. 9.

B. Setting of the Research

The researcher conducted this research in MTsN 1 Lampung Timur in the Academic Year of 2016/2017. It is located on St. Lembayung 38 B Banjarejo Batanghari Lampung Timur.

C. Subject of the Research

The subject of this research is the seventh grade students of MTsN 1 Lampung Timur. There were 32 students in this class. The researcher chooses this class, because it has lowest speaking performance. Mom Novi was the English teacher. The researcher chooses the seventh graders because most of the students low in speaking.

D. Research Procedure

Action plans on this research involving steps of planning, acting, observing and reflecting. The teaching context is doing as follows:

1. Cycle I

a. Planning

Planning is the first step every cycle." The researcher explained about what, why, where, who, and how the action was conducted".

Here are the steps that researcher make in planning:

1) The researcher prepared a lesson plan.

2) The researcher prepared the material and technique of teaching.

3) The researcher prepared the source of learning.

4) The researcher prepared format to observe.

5) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

The second in the action research is acting. It is the realization from the planning which has made by researcher. In other words, acting is the implementation that doing in the class after the researcher makes the planning. The steps are as follows:

Pre-Teaching Activities

1) Greeting by say Salam to the students friendly when come to the class.

2) Checking the attendant list.

3) Asking the students condition.

4) The researcher explained instructional objectives were done by the teacher.

5) The teacher was introduced to the main topic and the topic of the lesson.

While Teaching Process

1) Interaction between the students and the researcher in the topic.

2) The researcher asks the students to make descriptive text about the topic individually.

3) The researcher move around the students to control their activities.

Post-Teaching Activities

1) The teacher asked the students to answer some question by speaking

2) The teacher gave conclusion of the materials

3) The teacher closed the meeting by greeting to the students.

c. Observing

The next step is observing. The researcher observes the process of teaching learning and students' activity. Based on the observation, the researcher determined whether there is anything that should be improves soon by the researcher.

d. Reflecting

The last step is reflecting. By doing reflecting, the researcher knew whether there is effect to the students learning process. The researcher knew the strength and weakness of the action. Moreover the researcher decided to do the next cycle because in the first cycle the researcher found a lot of weakness in the learning process.

2. Cycle II

a. Planning

Planning is the first step every cycle." The researcher explained about what, why, where, who, and how the action is conducted".

Here are the steps that researcher make in planning:

1) The researcher prepared a lesson plan.

2) The researcher prepared the material and technique of teaching.

3) The researcher prepared the source of learning.

4) The researcher prepared format to observe.

5) The researcher prepared format to evaluate the students' activity after teaching learning process.

b. Acting

The second in the action research is acting. It is the realization from the planning which has made by researcher. In other words, acting is the implementation that doing in the class after the researcher makes the planning. The steps are as follows:

Pre-Teaching Activities

1) Greeting by say Salam to the students friendly when come to the class.

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1) Interaction between the students and the researcher in the topic.

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3) The researcher move around the students to control their activities.

Post-Teaching Activities

1) The teacher asked the students to answer some question by speaking

2) The teacher gave conclusion of the materials

3) The teacher closed the meeting by greeting to the students.

c. Observing

The next step is observing. The researcher observed the process of teaching learning and students' activity. In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

The last step is reflecting. In this step, the researcher compared the score of pre-test and post-test. The researcher reviewed and reflected on students' activity and the teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. **Data Collection Technique**

The purpose of data collection technique in this research is expressing the variable fact which is researched through the efficient and accurate ways. The researcher use data collection Technique as follow:

1. **Test**

In this research, the researcher was given the students two test, that is pre test and post test. The test was given to know the students achievements before and after the learning process.

a. Pre-test

The pre-test was given in the first meeting before doing the treatments in order to know ability of the students before doing the action research.

b. Post-test

The post-test was done in the end of meeting in class. This treatment had done in the last meeting after doing treatments have something as a purpose to find out the change of students achievement in the class or not. Post-test is the result of the treatment. The improvement can be identifying if the average score of the pre-test is higher than pre-test. Finally, the researcher make a comparison between both of the test; pre-test and post-test.

2. **Observation**

Observing is one of the methods of data collection for all research studies. The many techniques of observing range from structured

observations using tally sheets to an open, unstructured approach. Whether the researcher uses a structured or open process, skill is needed.[3]

Moreover, the researcher used observation as data collection technique to know how snowball throwing technique works in the class, how the students respond to the technique and they can increase speaking performance.

3. Documentation

Documentation as the method used to get information from the written source or documents (such as books, notes, magazines, and others) of information.

The researcher also used documentation method to support and to get the detail of information about the condition of teacher, official employer, quantity, organization structure, location sketch and data of pre-survey.

F. Data Analysis Technique

Data analysis technique was conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula :

$$X = \frac{\Sigma x}{n}$$

X : Mean Score
 x : The Sum of all scores
n   : The total number of subject[4]

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[3] Daniel R. Toman. *Action Research for Educators*. USA: Scarecrow Press, 2003, p. 27.

G. Indicator of Success

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful that cycle I. The students are called success if 70% students get the minimal score (KKM) is 70. Indicators of the students' comprehend that could be observed if students success in getting the point or the meaning of the text.

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[4] Evelyn Hatch and Anne Larazaton, *Reserach Design and Statistics for Applied Linguistics*, (New York: Newbury House, 1982), p. 162.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Location

a. Brief History of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur located on st. Lembayung 38 B Banjarejo Lampung Timur. It was established on April 19, 1983. It had been let by the following principals.

Table 2
The History of School Principal at MTs N 1 Lampung Timur

Name	Year
Syaiful Parjono	1978-1980
Maijab, BA	1980-1988
Mulyadi	1988-1998
Drs. Kamaludin	1998-2004
Yahya Sulaiman	2004-2005
Drs. Mufasir	2005-2010
M. Nurdin, S.Ag	2010-2015
Hj. Lenny Darnisah, S.Pd, M.M	2015-now

b. The Building of MTs N 1 Lampung Timur

MTs N 1 Lampung Timur has following buildings: 18 classrooms,1 principal's room, 2 teacher's room, an administration staff's room, a mosque, a science laboratory, a computer laboratory, a language

laboratory, 4 bathrooms, 3 canteens, 1 cooperation room, an auditorium,

a ceremony yard and parking area.

c. The Condition of Teachers and Official Employees in MTs N 1 East

Lampung

Table 3
The Condition of Teachers and Official Employees in
MTs N 1 Lampung Timur

No	Name	Sex	Occupation
1	Hj. Lenny Danisah, S.Pd, M.M	Female	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher
15	Desi Handayani, S.Pd	Female	Science Teacher
16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher
18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher

19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasyiatun Budiarti, S.Ag	Female	Islamic teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher
37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher
38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher
40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher

43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	M. Ikhsan Nawawi, S.Ag	Male	Administration Staff
51	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff
55	Abdul Hanan	Male	Security
56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source : Documentation of MTs N 1 Lampung Timur in the Academic Year 2016/2017

d. **The Quantity of MTs N 1 Lampung Timur**

The quantity of MTs N 1 Lampung Timur student in academic year 2016/2017 can be identified as follows:

Table 4
The Condition of MTs N 1 Lampung Timur Student
in The Academic Year 2016/2017

Class	Sex		Amount
	Male	Female	
VII A	12	20	32
VII B	16	19	35
VII C	15	15	30
VII D	15	15	30
VII E	12	16	28
VIII A	17	18	35
VIII B	10	19	29
VIII C	17	17	34
VIII D	17	19	36
VIII E	17	19	36
VIII F	15	18	33
VIII G	15	15	30
IX A	10	18	28
IX B	17	22	39
IX C	15	22	37
IX D	15	23	38
IX E	16	22	38
IX F	15	24	39

source: Documentation of MTs N 1 Lampung Timur in the Academic

Year 2016/2017

e. Organization Structure of MTs N 1 Lampung Timur

The organization structure of MTs N 1 Lampung Timur in the Academic Year 2016/2017

Figure
Organization Structure of MTs N 1 Lampung Timur in the Academic Year 2016/2017
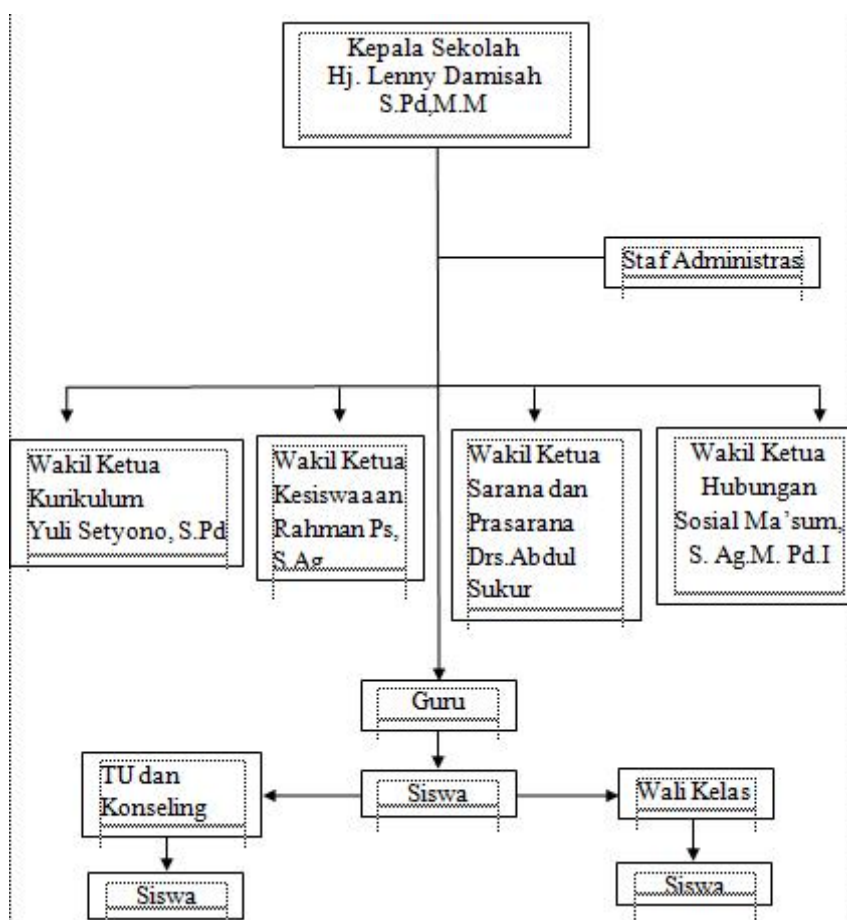
Source: Documentation of Organization Structure of MTs N Lampung Timur in the Academic Year 2016/2017

f. Location Sketch of MTs N 1 Lampung Timur

The Location Sketch of MTs N 1 Lampung Timur identified as follow:

Figure
Location Sketch of MTs N 1 Lampung Timur
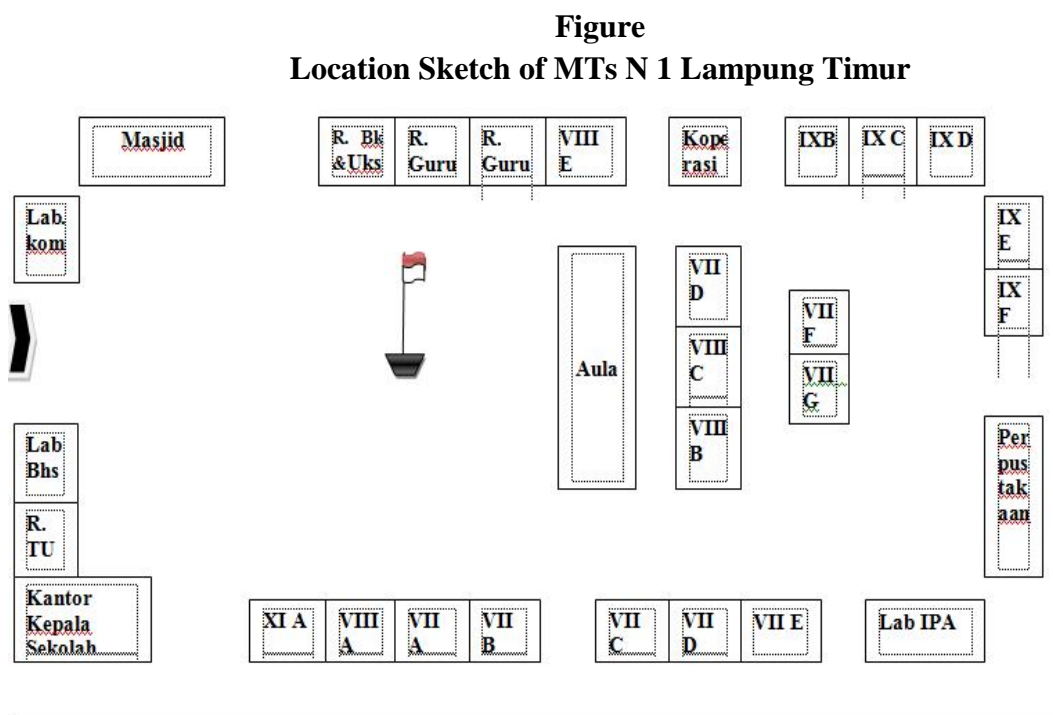
Source**:** Documentation of Location sketch of MTs N Lampung Timur in the Academic Year 2016/2017

B. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in MTs N 1 Lampung Timur, previously the researcher done the pre test first. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x40 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. Pre-Test

It was on May 9th, 2017 the researcher begun to start the lesson. After praying, as the teacher, the researcher greeted the students and did the usual activity in every meeting, briefing the last material that was given in the last meeting.

When all of the students were ready to have the subject, the researcher asked the students to introduce theirself and practice it, in front of their classmate for pre-test. Pre-test was done to measure the ability of the students' speaking performance before giving the action.

Table 5
The Students' Speaking Performance Score of Pre- test

No	Name	Pre-test Score
1	AGP	58
2	AMA	61
3	AH	76
4	AAB	58
5	ANA	54
6	ARR	60
7	AZR	64
8	AN	58
9	AFA	72
10	AND	63
11	BNH	56
12	BAA	57
13	EA	72
14	HRI	72
15	HAA	58
16	ID	58
17	KTT	58
18	MHL	59
19	MS	71
20	MP	73
21	MM	67
22	MHS	72
23	OA	60
24	PB	73

25	PC	58
26	RAR	62
27	RAA	71
28	RN	57
29	SF	67
30	SAL	70
31	SR	69
32	UMR	74
TOTAL		2059
AVERAGE		64,34

From the table above, it could be seen that the score of students were various. The highest score is 76 and the lowest score is 54. The Average Score of pretest is 63,43.

The result from the table students speaking score only 11 students passed the SMR (Standard Minimum Requirement). In pre-test, the researcher found the students problems such as their pronunciation, fluency and vocabulary. The problem could be seen by the score in pre-test. There were 21 students who get score less than 70 as minimum standard curriculum at MTs N 1 Lampung Timur. It showed that the result of the students speaking performance in pre-test was not satisfactory. By analyzing the result of pre-test, the researcher made a plan to do cycle to settle the problem of students' speaking performance.

2. Cycle 1

a. The First Meeting

The first meeting was conducted on Wednesday, May 10th 2017, the time allocation is 2×40 minutes.

1) Planning

In this stage the researcher planned to give material about speaking. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material, prepare the instrument that would be examined as the pre test in the cycle 1, prepared all equipments which needed by the researcher, made observation sheet of students activity.

2) Acting

The first meeting was conducted on Wednesday, May 10th 2017, the time allocation is 2×40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The researcher started the lesson by asking question about the students' daily activity.

After that, the researcher asked the students about describing something. Then the researcher explained the material about describing something. The researcher said that describing is defined as giving details information about a person, thing or event. Anything that can be described such as: animal, person, thing, etc. The researcher took one example about describing person. The researcher asked two students to be a model to read the conversation about describing person.

After finished the explanation, the researcher gave instruction for the students to make a group. One group consists of five members.

After that, the researcher applied snowball throwing technique to the students. Before the researcher applied the technique, the researcher explained the steps of doing snowball throwing technique to the students. The first, the researcher gave the topic about describing friend. Then, the researcher distributed some balls (made from a paper) to one of student in each group. After that the researcher played music, when the music played the student who brought the ball should throw their ball to other student in a group. If the music was stop, the student who brought the ball should stand up and speak, the student should describe one of friend in the classroom.

After all group done, the researcher asked the students "what are the problems in speaking". They said that speaking is difficult because most of them were nervous and did not confident when they speak English, beside that some student also still had lack of vocabulary so they just keep silent because they did not know what to say.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities. There were five indicators used and mentioned to know students activities.

Every students who active in learning process give a tick in observation sheet. For students were not active in learning, let the

observation sheet empty. It can be seen on the appendix. The indicators of the students' activity are:

1. Attention to teacher explanation

2. Giving respond

3. Participating in learning process

4. Following Teacher Instruction

5. Making Notes

The data of students activity can be seen in the table below:

Table 6
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	23	71,87%
2	Giving respond	13	59,37%
3	Participating in learning process	32	100%
4	Following Teacher Instruction	12	37z,5%
5	Making Notes	11	34,37%

From table above, it was revealed that there are 23 students (71,87%) who paid attention to the teacher explanation, 13 students (59,37%) giving respond to the teacher question, 32 students (100%) of students participating in learning process, 12 students (37,5%) following teacher explanation, and 11 students (34,37%) of students made the notes from the material.

The weaknesses in the implementation of the learning process in cycle I were the students still confuse with the material was given and some students noisy with their friends.

b. The Second Meeting

The second meeting was conducted on Tuesday, May 16th 2017 for 2×40 minutes.

1) Planning

In this stage the researcher planned to give material about speaking. The researcher prepared several things related to teaching learning process such as: prepared the lesson plan, material, prepare the instrument that would be examined as the pre test in the cycle 1, prepared all equipments which need by the researcher, made observation sheet of students activity.

2) Acting

The first meeting was conducted on Wednesday, May 10th 2017, the time allocation is 2×40 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The researcher started the lesson by asking question about the students' daily activity.

The researcher used this meeting for post-test after the researcher did the treatment to the students. The kind of test is spoken test. The researcher asked the students to make a description about their friend who sit beside them. After that, the researcher called the student one by one to perform their speaking.

In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 7
The Students Speaking Performance Result at Pos-Test Cycle 1

No	Name	Post Test 1
1	AGP	61
2	AMA	65
3	AH	76
4	AAB	64
5	ANA	56
6	ARR	71
7	AZR	72
8	AN	64
9	AFA	77
10	AND	65
11	BNH	61
12	BAA	59
13	EA	73
14	HRI	73
15	HAA	71
16	ID	62
17	KTT	58
18	MHL	59
19	MS	73
20	MP	75
21	MM	75
22	MHS	72
23	OA	71
24	PB	75
25	PC	63
26	RAR	62
27	RAA	75
28	RN	58
29	SF	68
30	SAL	71
31	SR	70
32	UMR	75
	TOTAL	2166
	AVERAGE	67,68

Table 8
The Frequency of Students' Speaking Performance Score From The
Result of Post-Test

No	Score	Frequency	Percentage
1	75-79	7	21,88%
2	70-74	10	31,25%
3	65-69	3	9,37%
4	60-64	7	21,88%
5	55-59	5	15,62%
Total		32	100%

Based on the data above can be seen that 46,88 % (15 students) got low mark. The criterion of students who was successful in mastering the material was the students who got minimum mark 70. The students who has passed the score is 53,12% (17students). Learning process is said success, when 70% got mark above 70. The fact showed that the result was unsatisfactory.

3) Observing

The learning result process by using snowball throwing technique for teaching in cycle 1 has finished. The learning result of cycle 1 was gotten from the post-test 1.

The total score of students speaking performance at the pre-test is 2059 , and the average is 64,34. And in the post-test cycle 1 is 2166 and the average is 67,68. It can be seen the learning process to increase students' speaking performance by using snowball throwing technique is rising.

4) Reflecting

From the result observation in learning process in cycle 1, it can be concluded that the learning process by snowball throwing technique has not achieved criteria of success of this research yet. This failure can be seen from the meeting in cycle 1. In giving subject material the researcher was not maximum in giving explain the material. And only 59.37% of the students are active in the class.

Cycle 1 was done but the result is not success. It caused of the researcher giving subject material did not run well. The researcher could not make the class in good condition and the researcher did not use snowball throwing technique correctly. Some students were not satisfied because they did not get chance to speak and some students got failure in test of cycle 1. So, the researcher has to continue cycle 2.

3. **Cycle 2**

   a. **The First Meeting**

   1) Planning

   Based on observation and reflection in cycle 1, it showed failure. The problem faced in the first cycle. The researcher made a lesson plan that focused on it, he also prepared observation sheet of the student.

2) Acting

The first meeting was done on Wednesday, May 17th 2107 for 2×40 minutes. The researcher greeted the students, prayed together, checked the students' attendance list and asked the students' activities on yesterday. And then, the researcher started with some questions to the students related to the material they had learned in previous meeting. The researcher asked "do you remember about our material we have learned in the previous meeting". After that the researcher explained more about describing something. The researcher wrote on the board about some sentences that can be used to describe about person like the characteristic, hobby, appearance and etc.

After finished the explanation, the researcher gave instruction for the students to make a group. One group consists of five members. After that, the researcher applied snowball throwing technique to the students. Before the researcher applied the technique, the researcher explained the steps of doing snowball throwing technique to the students. The first, the researcher will gave the topic about describing friend. Then, the researcher will distribute some balls (made from a paper) to one of student in each group. After that the researcher will played music, when the music played the student who brought the ball should throw their ball to other student in a group. The student could throw the ball after hear the

instruction from the teacher. If the music was stop, the student who brought the ball should stand up and speak, the student should describe one of friend in the classroom.

In this session, they were looked more enthusiasm and more active in following the learning process.

3) Observing

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.

The observing was done by the researcher that is presented in meeting II in cycle 2. In this stage the student more enthusiastic in following the teaching learning process. In this stage the students more active and enthusiastic in following the teaching learning process.

Table 9
The Result of Students Activity in Cycle 2

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	32	100%
2	Giving respond	24	75%
3	Participating in learning process	32	100%
4	Following Teacher Instruction	25	78,12%
5	Making Notes	18	56,25%

From table above, it was revealed that there are 32 students (100%) who paid attention to the teacher explanation, 24 students (75%) giving respond to the teacher question, 32 students (100%) of

students participating in learning process, 25 students (78,12%) following teacher explanation, and 18 students (56,25%) of students made the notes from the material.

b. The Second Meeting

1) Planning

Based on observation and reflection in cycle 1, it showed failure. The problem faced in the first cycle. The researcher made a lesson plan that focused on it, he also prepared observation sheet of the student.

2) Acting

The Second meeting was conducted on Tuesday, May 23rd 2017. The researcher begun the lesson by greeted the students, prayed together, checked the students' attendance list and asked the students' activities on yesterday. The researcher reviewed the explanation about describing something.

The researcher used this meeting for post-test II after the researcher did the treatment to the students. The kind of test is spoken test. The researcher asked the students to make a description about one of their favorite teacher. After that, the researcher called the student one by one to perform their speaking.

In this session, the researcher got the result of the students' post-test 2 in cycle 2. The result can be seen as follow:

Table 10
The Students Speaking Performance Result at Pos-Test Cycle 2

No	Name	Post Test 2
1	AGP	65
2	AMA	71
3	AH	77
4	AAB	71
5	ANA	61
6	ARR	77
7	AZR	80
8	AN	71
9	AFA	83
10	AND	70
11	BNH	62
12	BAA	63
13	EA	81
14	HRI	77
15	HAA	75
16	ID	63
17	KTT	61
18	MHL	62
19	MS	77
20	MP	80
21	MM	80
22	MHS	74
23	OA	72
24	PB	84
25	PC	71
26	RAR	71
27	RAA	84
28	RN	61
29	SF	70
30	SAL	75
31	SR	72
32	UMR	77
	High Score	84
	Low Score	61
	TOTAL	2317
	AVERAGE	72,40

Table 11
The Frequency of Students' Speaking Ability Score from The
Result of Post-Test II

No	Score	Frequency	Percentage
1	75-84	14	43,75%
2	70-74	10	31,25%
3	65-69	1	3,12%
4	60-64	7	21,88%
Total			100%

The table above is the result of students' mark at post test 2. It can be seen that there was an improving from the mark of post test 1 and post test 2. There were 25% got average mark and 75% got high mark. The lowest mark was 61 and the highest mark was 84 and the average mark was 72,40. The average on post-test 1 was 67,68. It means that there was an improving 4,72 mark from post-test 1 and post-test 2.

3) Observing

Evaluation was given on cycle II are post test II was given at the end of learning. The result of post test in cycle II it was gained that the highest score were 84 and the lowest was 61. The average score of post-test in cycle 2 was 72,40.

4) Reflecting

From the result of observation learning process cycle 2, it was concluded that most of the students pay attention to the teacher and they could accept the material more clearly. Based on the test result, it can be seen that the teaching learning process was successful,

because the students who got score under the Standard Minimum Requirement (SMR) was decrease. So that the cycle can be stopped in cycle 2. It mean that the teaching learning process by using snowball throwing technique had positive effect and snowball throwing technique can increase the students confident to perform their speaking.

C. Interpretation

1. The Result of Students Observation Sheet

The researcher compared the students activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

Table 12
The Comparison of the Students Activity in Cycle I and Cycle II

No	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Attention to teacher explanation	23	71,87%	32	100%	Increase
2	Giving respond	13	59,37%	24	75%	Increase
3	Participating in learning process	32	100%	32	100%	Increase
4	Following Teacher Instruction	12	37,5%	25	78,12%	Increase
5	Making Notes	11	34,37%	18	56,25%	
	Average		**60,62%**		**81,87%**	**Increase**

This observation result was gotten when the learning process happened by collaborator. The result of the students' activities has been got improvement from cycle 1 up to cycle 2. From 32 students of VII class, the students who give attention to the teachers' explanation was

increase from 23 students (71,87%) become 32 students (100%). From 13 students (59,37%) who giving respond was increase up to 24 students (75%). The students that participate in learning process is constant. The students follow the teacher instruction was increase from 12 students (37,5%) become 25 students (78,12%). The students who making notes increase from 11 students (34,37%) become 18 students (56,25%).

Chart 1
Chart of the Students Activities Result in Cycle 1 and Cycle 2
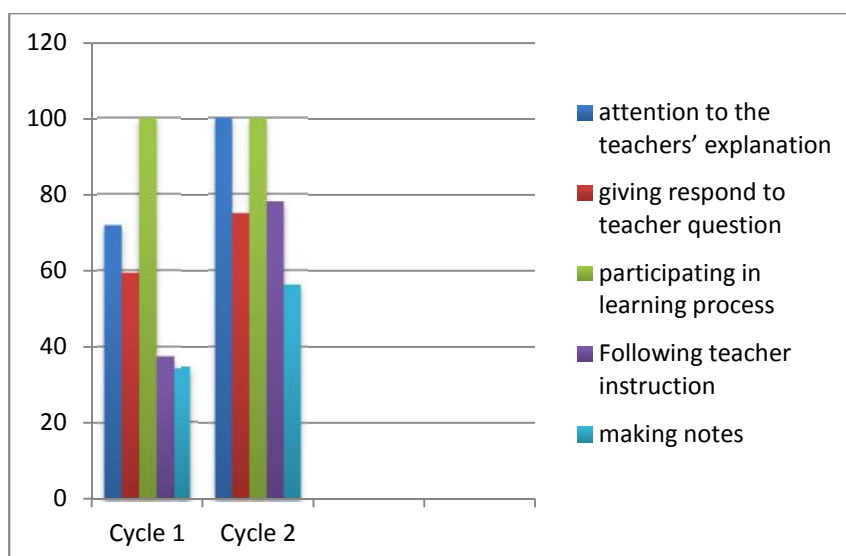
Based on the data had gotten, it can be explained as follows:

1. Attention to teacher explanation

The students who pay attention to the teacher explanation from meeting to next meeting were increase. In cycle 1 was only 71.87 % and in cycle 2 100%, it increase 28.13%.

2. Giving respond

    The students who could respond to the teacher's explanation from meeting to next meeting were increase. In cycle 1 was only 59,37% and in cycle 2 75%, it increase 15,63%. It showed that the student could understand what the teacher said and they could respond correctly.

3. Participating in learning process

    The students who participate in learning process from meeting to next meeting were constant. It showed that all students never absent from the class. All students always attended and participate actively in learning process.

4. Following Teacher Instruction

    The students who followed the teacher instruction from meeting to next meeting were increase. In cycle 1 was only 37,5 % and in cycle 2 78,12%, it increase 40,62%. It showed that the students could understand to the teacher instruction.

5. Making Notes

The students who made note from the describing people can be seen in cycle 1 34,37% and cycle 2 56,25%, it increase 21,88%.

    Based on the data above, it can be concluded that the students felt comfortable and active with the learning process because most students

shown good increasing in learning activities when snowball throwing technique applied in learning process from cycle 1 to cycle 2.

2. The Result of Students Learning

a. The Result of Students Learning in Cycle 1

Tabel 13
The Comparison between the result of pre-test and post-test cycle 1

No	Name	Pre-test score	Post-test 1 score	Increasing score	Note
1	AGP	58	61	3	Increase
2	AMA	61	65	4	Increase
3	AH	76	76	0	Constant
4	AAB	58	64	6	Increase
5	ANA	54	56	2	Increase
6	ARR	60	71	11	Increase
7	AZR	64	72	8	Increase
8	AN	58	64	6	Increase
9	AFA	72	77	5	Increase
10	AND	63	65	2	Increase
11	BNH	56	61	3	Increase
12	BAA	57	59	2	Increase
13	EA	72	73	1	Increase
14	HRI	72	73	1	Increase
15	HAA	58	71	13	Increase
16	ID	58	62	4	Increase
17	KTT	58	58	0	Constant
18	MHL	59	59	0	Constant
19	MS	71	73	2	Increase
20	MP	73	75	2	Increase
21	MM	67	75	8	Increase
22	MHS	72	72	0	Constant
23	OA	60	71	11	Increase
24	PB	73	75	2	Increase
25	PC	58	63	5	Increase
26	RAR	62	62	0	Constant
27	RAA	71	75	4	Increase
28	RN	57	58	1	Increase
29	SF	67	68	1	Increase
30	SAL	70	71	1	Increase
31	SR	69	70	1	Increase

32	UMR	74	75	1	Increase
	Total	2059	2166		
	Average	64,34	67,68		

In this research, pre-test and post test had done in snowball throwing technique. It is aimed to know the skill of students before and after treatment. The table above showed their individual performance. Result of pre-test and post-test, we knew that there was an increasing from the result score, and there was some students get same score or constant but commonly their performance increased. It can be seen from average score in pre-test 64,34 became 67,68 in post-test 1 at cycle 1.

At the cycle 1, the teacher found some difficulties that happened in the class such as students did not confidence to speak in front of the class and did not have imagination about it, so they cannot express and develop their idea. Another case is some students confused how to pronounce the words, because some of word that they want to says is never they listened before.

b. **The Result of Students Learning in Cycle 2**

The result and data from the cycle 1 made the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below showed the increasing of students' speaking performance based on the result of post-test 1 and post-test 2.

Table 14

The Comparison between the result of post-test 1 and post-test 2

No	Name	Post-test 1 score	Post-test 2 score	Increasing score	Note
1	AGP	61	65	4	Increase
2	AMA	65	71	6	Increase
3	AH	76	77	1	Increase
4	AAB	64	71	7	Increase
5	ANA	56	61	5	Increase
6	ARR	71	77	6	Increase
7	AZR	72	80	8	Increase
8	AN	64	71	7	Increase
9	AFA	77	83	6	Increase
10	AND	65	70	5	Increase
11	BNH	61	62	1	Increase
12	BAA	59	63	4	Increase
13	EA	73	81	8	Increase
14	HRI	73	77	4	Increase
15	HAA	71	75	4	Increase
16	ID	62	63	1	Increase
17	KTT	58	61	3	Increase
18	MHL	59	62	3	Increase
19	MS	73	77	4	Increase
20	MP	75	80	5	Increase
21	MM	75	80	5	Increase
22	MHS	72	74	2	Increase
23	OA	71	72	1	Increase
24	PB	75	84	9	Increase
25	PC	63	71	8	Increase
26	RAR	62	71	9	Increase
27	RAA	75	84	9	Increase
28	RN	58	61	3	Increase
29	SF	68	70	2	Increase
30	SAL	71	75	4	Increase
31	SR	70	72	2	Increase
32	UMR	75	77	2	Increase
	Total	2166	2317		
	Average	67,68	72,40		

Actually, the result of post-test 1 is good enough. But, the students score could not achieve the target (KKM), after the second treatment and the same test done, most of them increased. It means that the using

snowball throwing technique can increase the students' speaking performance.

At the second treatment, the students can decrease emotional, shy become confidence. It can be seen from their score at post-test 2. Most of the students achieved the KKM.

The increasing of students speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and chart below :

Table 15
The Comparison of Score Average at Pre-Test, Post-Test 1 and Post-Test 2

No	Name	Pre-test score	Post-test 1 score	Increa-sing score	Note	Post-test 1 score	Post-test 2 score	Increa-sing score	Note
1	AGP	58	61	3	Increase	61	65	4	Increase
2	AMA	61	65	4	Increase	65	71	6	Increase
3	AH	76	76	0	Constant	76	77	1	Increase
4	AAB	58	64	6	Increase	64	71	7	Increase
5	ANA	54	56	2	Increase	56	61	5	Increase
6	ARR	60	71	11	Increase	71	77	6	Increase
7	AZR	64	72	8	Increase	72	80	8	Increase
8	AN	58	64	6	Increase	64	71	7	Increase
9	AFA	72	77	5	Increase	77	83	6	Increase
10	AND	63	65	2	Increase	65	70	5	Increase
11	BNH	56	61	3	Increase	61	62	1	Increase
12	BAA	57	59	2	Increase	59	63	4	Increase
13	EA	72	73	1	Increase	73	81	8	Increase
14	HRI	72	73	1	Increase	73	77	4	Increase
15	HAA	58	71	13	Increase	71	75	4	Increase
16	ID	58	62	4	Increase	62	63	1	Increase
17	KTT	58	58	0	Constant	58	61	3	Increase
18	MHL	59	59	0	Constant	59	62	3	Increase
19	MS	71	73	2	Increase	73	77	4	Increase
20	MP	73	75	2	Increase	75	80	5	Increase
21	MM	67	75	8	Increase	75	80	5	Increase
22	MHS	72	72	0	Constant	72	74	2	Increase
23	OA	60	71	11	Increase	71	72	1	Increase
24	PB	73	75	2	Increase	75	84	9	Increase
25	PC	58	63	5	Increase	63	71	8	Increase

26	RAR	62	62	0	Constant	62	71	9	Increase
27	RAA	71	75	4	Increase	75	84	9	Increase
28	RN	57	58	1	Increase	58	61	3	Increase
29	SF	67	68	1	Increase	68	70	2	Increase
30	SAL	70	71	1	Increase	71	75	4	Increase
31	SR	69	70	1	Increase	70	72	2	Increase
32	UMR	74	75	1	Increase	75	77	2	Increase
Total		2059	2166			2166	2317		
Average		64,34	67,68			67,68	72,40		

The data above was presented the increasing score of students in speaking performance. The increasing can be examined from the results of the students' score in pre-test. The mean score was only 64,34 which far from satisfying. But, after using snowball throwing technique the score was increasing.

Apparently, the proof that the students' speaking performance had an increasing can also be examined from the result of the post-test 1 and post-test 2 where the mean of the students' score in post-test 1 was 67,68 and the mean in post-test 2 was 72,40. So, it can be concluded that using snowball throwing technique can increase the students' speaking performance.

Chart 2
The Comparison of score average at pre-test, post-test 1 and post-test 2
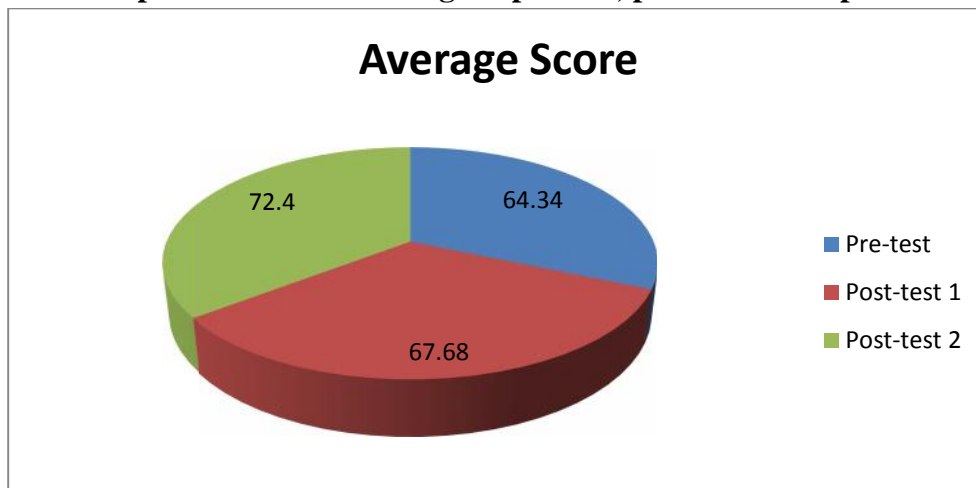
Based on the table 18 and chart 2 above, it can be inferred that using snowball throwing technique can increase the students' speaking performance. There was increasing of students score in pre-test, post-test 1 and post-test 2. From pre-test to post-test I 64,34 became 67,21 or incrase 2,87 point and from post-test I to post-test II 67,68 became 72,40 or increase 4,72 point.

Based on the result of pre-test, post-test 1 and post-test 2 it can be seen that there is any significant increasing in students speaking performance. Based on the result of post test 2 the students who get score 70 is 24 or 75% students of 32 students. Referring to the indictor of success that the students who get score 70 as much as 75%, that means the research is success. So it can be conclude that this research has been success and no need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this research the researcher use Class Room Action Research (CAR). The researcher have done in two cycles. Considering from all data gathered in the classroom action research, the researcher concluded that the students speaking performance were able to be increased by using snowball throwing technique. The researcher would like to draw the conclusion as follows:

1. Based on the result of students' speaking performance by using snowball throwing technique, the average score from pre test were 64,34. From the post test of cycle 1 were 67.68 and the result of post test in cycle 2 were 72,40. It was clearly appeared that the score increased significantly from pre-test up to post-test 2. From the student's result of test, it can be seen that cycle II is higher than cycle I, it means that by using snowball throwing technique the students can increase their speaking performance.

2. Using snowball throwing technique as an activity in learning process, especially English subject of speaking could develop the students speaking performance. The student more active and have better self-confidence to speak and explore their ability in speaking.

B. Suggestion

Based on the conclusion above, some suggestion about teaching speaking by using snowball throwing technique were recommended.

The suggestion are as follow:

1. For the Headmaster

   The headmaster should support the English learning process by preparing some facilities of teaching and learning.

2. For the teachers

   The teacher should choose the suitable technique in teaching English especially in speaking class in order to make the students understand the material which delivered by the teacher, because by giving an interesting technique in teaching learning, it can improved the students motivation in learning process and it can build the students confidence to speak in front of the class.

3. For the students

   The students should be more active in learning English, if they did not understand about the lesson that delivered by the teacher, they should ask to the teacher to repeat the explanation.

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LESSON PLAN

School   **: MTs N 1 Lampung Timur**
Subject   **: English**
Subject Matter   **: Speaking**
Grade   **: VII**
Title   **: Describe about Friend**
Cycle/Meeting   **: I/I**
Time Allocation   **: 2 x 40 minutes**

Standard of Competence

The students are expected to be able to describe about friend.

Basic Competence

Understanding and describing things (people, fruit, vegetable, etc) around the students.

Indicator

Students can describe thing, they can describe about the characteristic, the appearance of people, how people looks like, etc.

Learning Aim

1. Doing a monologue about describing friend.
2. Identify vocabulary related to the topic (describing friend).

Learning Material

Studying and learning about describing something.

Learning Method

Role Play/Monologue

Teaching Planning

  1. Pre-Activities

a. The teacher is entering the classroom, then putting his/her stuff on the desk and stand up in front of the class room.

b. Greeting the students by saying salaam "Assalamu'alaikum wr.wb" and the students are required to answer the salaam by saying "Wa'alaikumsalam wr.wb."

2. Core Activities

a. The teacher explains about the material for knowing how to describe friend.

b. The teacher explains briefly about the definition of description and how to describe something.

c. The teacher asks the students to describe about one of their friend in the classroom (about appearance and the characteristic)

d. The teacher asks some student to come in front of the classroom as a model and other students should choose one of their friends than describe it.

e. The teacher ask the student to make a group, after that the teacher will give some balls to each group than the teacher will play a music (when the music plays, the ball should pass to other student)

f. Student who gets the ball they should explain the material.

3. End Activities

a. The teacher and students makes conclusion about material.

b. Closing

Source

LKS

Assessment

Technique   : Spoken

	Metro, May 2017
English Teacher	English Teacher;
Novi Dian Mandawasa, S.Ag **NIP. 197411232006019**	**Alvi Nurul Muhimmah** **St. ID 13106687**

LESSON PLAN

School   : **MTs N 1 Lampung Timur**
Subject   : **English**
Subject Matter   : **Speaking**
Grade   : **VII**
Title   : **Describe about teacher**
Cycle/Meeting   : **II/II**
Time Allocation   : **2 x 40 minutes**

Standard of Competence

The students are expected to be able to describe about people around them.

Basic Competence

Understanding and describing things (people, fruit, vegetable, etc) around the students.

Indicator

Students can describe thing, they can describe about the characteristic, the appearance of people, how people looks like, etc.

Learning Aim

1. Doing a monologue about describing favorite teacher.
2. Identify vocabulary related to the topic (describing favorite teacher).

Learning Material

Studying and learning about describing something.

Learning Method

Role Play/Monologue

Teaching Planning

1. Pre-Activities
   a. The teacher is entering the classroom, then putting his/her stuff on the desk and stand up in front of the class room.
   b. Greeting the students by saying salaam "Assalamu'alaikum wr.wb" and the students are required to answer the salaam by saying "Wa'alaikumsalam wr.wb."
2. Core Activities
   a. The teacher explains about the material for knowing how to describe thing.
   b. The teacher explains briefly about the definition of description and how to describe something.
   c. The teacher asks the students to describe about one thing (people or thing). The students can describe about appearance and the characteristic)
   d. The teacher asks some student to come in front of the classroom as a model and another students should choose one topics than their friend should describe it.
   e. The teacher ask the student to make a group, after that the teacher will give some balls to each group than the teacher will play a music (when the music plays, the ball should pass to other student)
   f. Student who gets the ball they should explain the material.
3. End Activities
   a. The teacher and students makes conclusion about material.
   b. Closing

Source

LKS

Assessment

Technique   : Spoken

	Metro, May 2017
English Teacher	**English Teacher**

Novi Dian Mandawasa, S.Ag
NIP. 197411232006019

Alvi Nurul Muhimmah
St. ID 13106687

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date   :

School   : MTs N 1 Lampung Timur

Class   : VII

Teacher's Activity	Good	Enough	Less

1. Pre Teaching
   a. Prepare the lesson plan
   b. Prepare the material that will be given
   c. Ability in opening the learning process			

2. While teaching
   a. Inform the objective of learning
   b. Explain the material chronological
   c. Guide the students follow the lesson
   d. Motivate the students
   e. Guide the students to practice the material			

3. Post teaching
   a. Conclude the result Learning
   b. Close the learning activity			

Tick ( ) for each positive activity

       Collaborator   **Researcher**

                                         Reni Sugiyarti

Nova Rusgiharto,S.Pd   **St. Number 1293187**

SILABUS

Mata Pelajaran   :Bahasa Inggris
Kelas   : VII
Semester   : 2
Standar Kompetensi : 7.Mendengarkan
Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan llingkungan
terdekat

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta	Contoh: *A : Pass me the pencil, please!* *B : Sure. Here you Are.* *A : Give me a piece* *of paper, please!* *B : Sure, Here You are.* *A : Did you come here* *yesterday?* *B : I did.*	1. Tanya jawab tentang berbagai hal terkait materi 2. Membahas kosakata dan tata bahasa: *noun phrase, adjective, adverb, verb* yang terkait dengan meminta dan memberi jasa, meminta dan memberi barang, meminta dan memberi fakta 3. Mendengarkan percakapan sesuai dengan materi 4. Menjawab	Merespon ungkapan-ungkapan : - Meminta & memberi jasa - Meminta & memberi barang - Meminta & memberi fakta	Tes lisan Tes tulis Unjuk kerja	Merespon ungkapan Merespon tindakan	*Listen to the expression and respond to it* *Listen to the expression and match it with the suitable response* - *Pass me the pencil, please.*	2x40 menit	- *script* percakapan - rekaman media elektonik: kaset, VCD, DVD film

		pertanyaan sesuai dengan isi percakapan 5. Menjawab pertanyaan tentang struktur percakapan							
7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turur : meminta dan memberi pendapat dan menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal	Contoh : A. What do you Think? B. Not bad. *A. I like tea* *B. I dont* *I like milk* *A. Are you sure ?* *B. I am* *A. Are you?* *Yes, I am*	1. Mendengar kan dan merespon introduction tentang topik materi yang akan disampaika n 2. Mendengar kan dan merespon penjelasan kosakata dan tatabahasa tentang topik materi yang akan dipelajari 3. mendengar kan percakapan transaksion al dan interperson al tentang	Merespon ungkapan-ungkapan : - Meminta dan memberi pendapat - Menyatakan suka dan tidak suka - Meminta klarifikasi - Merespon secara interpersonal	Tes lisan Tes tulis	Merespon ungkapan pilihan ganda	*Respond to the following expression orally.* *A: What do you think?* *B: .Not ....* *A: What do you like to drink?* *B: ....* *Listen to the expression and choose the best option* *A: Are you sure?* *B: ....* *a. Ok b. Fine* *c. Alright d. I am*	2x 40 menit	*Script* percakapan di buku teks Rekaman percakapan buatan: CD,VCD,DVD, film Rekaman percakapan otentik

		topik materi yang dipelajari 4. mengidentifikasi tindak tutur ungkapan-ungkapan yang diperdengarkan 6. merespon ungkapan-ungkapan yang diperdengarkan						

Standar Kompetensi : 8. Mendengarkan

Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive* dan *procedure*

untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	• Teks fungsional pendek berupa : - Instruksi - Daftar barang - Ucapan Selamat - Pengumuman Kosakata terkait tema dan jenis teks Ciri kebahasaan teks fungsional : - instruksi - daftar barang - ucapan selamat - pengumuman	1. *Brain storming* tentang kosakata terkait materi 2. Membahas kosakata dan tata bahasa terkait materi tentang : *noun, noun phrase, adjective, verb, adverb.* 3. Mendengarkan teks fungsional yang mengunakan gambit-gambit *attention please, thanks, excuse me, sorry.* 4. Menjawab pertanyaan sesuai dengan isi teks yang didengar 5. Menjawab pertanyaan tentang struktur teks fungsional yang didengar	Merespon makna dalam teks fungsional pendek : - Instruksi - Daftar barang belanjaan - Ucapan selamat - Pengumuman - Menentu kan fungsi komunikatif teks yang didengar. Menentu kan ciri kebahasaan dari masing-masing teks fungsional yang didengar	Tes lisan Tes tulis Unjuk kerja	Pertanyaan -Pilihan ganda - melengkapi Melakukan perintah	*Listen to the text and answer the questions.* *Listen to the text and choose the best option.* *Listen to the text and complete the sentences.* *Listen to the instruction and do it !*	2x40 menit	*script* : di buku guru tentang : instruksi - daftar barang - ucapan selamat - pengumum-an Rekaman

8.2 Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure	• Teks monolog berbentuk: - DeskriptIf - prosedur • Kosakata terkait tema / jenis teks • Ciri kebahasaan teks deskriptif dan procedur. • Langkah retorika teks deskriptif / prosedur	1. Mendengarkan dan merespon tentang berbagai hal terkait tema / jenis teks yang dibahas. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang muncul dalam teks deskriptif / prosedur 3. Mendengarkan model monolog teks deskriptif/pro	• Merespon informasi dalam teks lisan monolog berbentuk : - Diskriptif - Procedur • Menentukan ciri kebahasaan teks yang didengar. • Menentukan fungsi komunikatif teks yang didengar.	Tes lisan Tes tulis Penugasan	Pertanyaan lisan Pilihan ganda T/F Completion Tugas rumah	*Listen and answer the following questions* *Listen to the text and choose the best answer by crossing a,b,c or d* *Listen and make a draft of retelling descriptive/procedure text*	2x40 menit	*Script* teks monolog deskriptif/prosedur dalam buku guru Rekaman teks monolog deskriptif /prosedur

		sedur 4. Menjawab pertanyaan secara lisan tentang isi teks deskriptif/pro sedur 5. Menyebutka n fungsi komunikatif teks yang didengar. 6. Mengidentifik asi kata kerja dari teks yang didengar. 7. Mendengark an teks deskriptif / prosedur lainnya.						

Standar Kompetensi : 9. Berbicara

mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan

lingkungan terdekat

| Kompetensi Dasar | Materi Pokok/ Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta	• Contoh: *A : Pass me the pencil please!* *B : Sure. here you are.* *A : Give me the paper Please!* *B : Sure, here it is.*	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa*: noun, adjective, adverb, noun phrase* 3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Berlatih dengan teman mengunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi 5. Bermain peran menggunakan ungkapan yang telah dipelajari.	1. Bertanya dan menjawab berbagai informasi : - Meminta dan memberi jasa - Meminta dan memberi barang - Meminta dan memberi fakta	Tes lisan	*Performance* Merespon ungkapan Bermain peran	*Perform the dialogue with your friend in the front of the class!* *Listen to the expression and respond to it , example :* 1. *Pass me the salt, please.* 2. *Give me the paper, please.* *Create a dialoque based on the role cards and perform it.*	2x40 menit	• *Script* percakapan dari buku teks • Alat peraga • Rekaman

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* & interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dantidak suka, meminta klarifikasi, merespon secara interpersonal	Contoh : A. *What do you think of this?* B. *Not bad* A. *I like tea* B. *I don't* A. *Are you sure* B. *I am* A. *Do you?* B. *I do*	1. Mendengarkan dan merespon pertanyaan tentang topik materi yang akan disampaikan 2. Mendengarkan dan merespon pembahasan tentang kosakata dan tatabahasa yang terkait dengan topik materi yang akan disampaikan 3. Mendengarkan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari 4. Menirukan model percakapan transaksional dan interpersonal dengan topik materi yang dipelajari 5. Melakukan percakapan transaksional dan interpersonal dengan teman dengan materi yang dipelajari	Bertanya dan menjawab berbagai Informasi Meminta & memberi pendapat Menyatakan suka dan tidak suka Meminta klarifikasi Merespon secara interpersonal	Tes lisan	*Performance* Daftar pertanyaan Bermain peran	*Perform a dialogue about asking and giving information with your own words!* *Answer the following questions orally!* *Create a dialoque based on the role cards and perform* it	2x40 menit	*Script* percakapan dalam buku teks *Script* otentik Rekaman percakapan Alat peraga

Standar Kompetensi : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan

procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat	Teks fungsional pendek berbentuk : – Instruksi – Daftar barang – Pengumuman – Ucapan selamat	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi 4. Mendengarkan teks fungsional / pendek 5. Menjawab pertanyaan tentang isi teks yang didengar. 6. Menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi dengan teman berpasangan 7. Mengguanakan ungkapan-ungkapan sesuai dengan materi dalam keadaan/situasi	Mengungkapkan makna dalam teks fungsional pendek berbentuk : – Instruksi – Daftar barang – Pengumuman – Ucapan selamat ▪ Memberi instruksi secara lisan. ▪ Menyebutkan daftar barang tertentu. ▪ Mengumumkan sesuatu ▪ Mengucapkan selamat	Tes lisan	Performance	1. *Give instrtruction to your friend orally based on the picture.* 2. *Make a list of things you find in ...* 3. *Announce a certain information to your friend* 4. *Congratulate your friend on his / her success*	4x40 menit	– *Script* percakapan dari buku teks - Alat peraga

			nyata					
10.2 Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*	1. Teks monolog berbentuk : *Descriptive/Procedure* 2. Kosa kata terkait tema / jenis teks. 3. Ciri kebahasaan teks deskriptif / prosedur	1. Mendengarkan dan merespon berbagai hal tentang teks deskriptif/prose dur 2. Memperhatikan dan merespon penjelasan tentang kosakata dan tatabahasa dalam teks monolog Deskriptif/prose dur tentang Dea*/How to make a cup of tea.* 3. Mendengarkan model monolog lisan tentang teks deskriptif/prose dur 4. Mendiskusikan dalam kelompok *draft* monolog mendeskripsika n kembali, menyampaikan prosedur dengan kata-kata sendiri 5. Melakukan monolog lisan secara individu	• Mengungkapkan berbagai informasi dalam teks monolog berbentuk : – *Descriptive /Procedure* ▪ Menyebutkan fugsi komunikatif teks yang didengar. ▪ Menyebutkan ciri kebahasaan teks yang didengar. ▪ Melakukan monolog dalam bentuk deskriptif / prosedur	Tes lisan	Daftar pertanyaan Performan ce	*Answer the following questions orally!* *Describe something / someone with your own words orally in front of the class!* *Tell your friends how to do something (make a cup of tea)*	4x40 menit	*Script* monolog teks deskriptif/pro sedur dalam buku teks *Script* otentik Rekaman monolog Alat peraga

Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan

procedure yang berkaitan

dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	Teks fungsional pendek berupa : – Instruksi – Daftar barang – Ucapan selamat – pengumuman	- Tanya jawab yang berkaitan dengan materi - Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb - Mendengarkan contoh membaca nyaring yang dilakukan guru - Berdiskusi dengan teman menjawab pertanyaan bacaan - Menjawab pertanyaan bacaan secara lisan individual - Membaca nyaring bergiliran	• Mengidentifikasi berbagai informasi dalam teks fungsional pendek berupa: – Instruksi – Daftar barang – Ucapan selamat – Pengumuman . Merespon berbagai informasi dalam teks fungsional pendek - Membaca nyaring teks fungsional / pendek.	Tes tulis Tes lisan Esai	Pertanyaan Esai Pertanyaan Bacaan Performance	- *write down the answers completely* - *Choose the best answer by crossing a,b,c,d* - *Answer the questions orally* - *Read the text aloud.*	2x40 menit	Buku teks Yang relevan Teks otentik
11.2 Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esai sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure*	Teks monolog berbentuk *deskriptive/procedure* Kosakata terkait tema / jenis teks. Ciri kebahasaan teks : - *procedure* - *descrptive*	1. Mendengarkan dan merespon *introduction* tentang teks deskriptif/prosedur dengan topik materi yang akan dibaca. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan teks	Mengidentifikasi berbagai informasi dalam teks descriptive dan procedure • Mengidentifikasi langkah retorika dalam teks *descriptive dan procedure* • Mengidentifikasi fungsi komunikatif teks deskriptif /	Tes lisan Tes tulis	Daftar pertanyaan Uraian	*Read the text carefully and then answer the following questions briefly!* *Answer the questions based on the text.*	4x40 menit	Buku teks Yang relevan Teks otentik Alat peraga

		deskriptif/prosedur yang akan dibaca 3. Memperhatikan penjelasan tentang langkah retorika teks deskriptif/prosedur 4. Mengidentifikasi langkah retorika dalam kerja kelompok 5. Mengidentifikasi berbagai informasi dalam kerja kelompok 6. *Mengidentifikasi langkah retorika dan berbagai informasi secara mandiri*	procedure. • Mengidentifikasi langkah retorika teks deskriptif /prosedur • Menyebutkan ciri kebahasaan teks descriptive / procedure.						
11.3 membaca nyaring bermakna teks fungsional dan esai pendek dan sangat sederhana berbentuk *descriptive/ procedure* dengan ucapan, tekanan dan intonasi yang berterima	Teks *descriptive/procedure* *Pronunciation* *Intonation* *punctuation*	Mendengarkan dan merespon hal-hal yang perlu diperhatikandalam kegiatan membaca nyaring teks *descriptive/procedure* tentang pentingnya *pronunciation, intonation, punctuation*, kualitas suara Mendengarkan model membaca nyaring teks *descritive/procedure* Menirukan membaca nyaring dengan intonasi dan jeda sesuai model	Melafalkan kata, frasa dan kalimat dengan baik dan benar • Membaca kata frasa dan kalimat dengan intonasi yang benar • Membaca nyaring teks descriptive/procedure dengan baik dan benar.	Tes unjuk kerja	Melafalkan Intonasi Membaca nyaring	*Pronounce the following words or phrases correctly!* *Read the following sentences by applying correct intonation!* *Read the following text loudly!*	2x40 menit	Buku teks Teks otentik

		Membaca nyaring sendiri dengan lafal, intonasi, dan jeda yang baik dan benar						

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan

procedure untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional
	  – Instruksi
	  – Daftar barang
	  – Pengumuman
	  – Ucapan selamat
	- Kosakata terkait tema / jenis teks.
	- Ciri kebahasaan teks fungsional.
		1. Tanya jawab yang berkaitan dengan materi
		2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative*
		3. Membuat frasa, kalimat sesuai dengan materi
		4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek
		5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman
		6. Membuat teks tulis fungsional pendek sendiri dengan bebas
			• Menulis teks fungsional pendek berbentuk :
			  – Instruksi
			  – Daftar barang
			  – Pengumuman
			  – Ucapan selamat
			
			▪ Menulis kalimat sederhana
				Test tulis	Melengkapi
					
					Esai bebas
						Complete the sentences
						
						Write down your own shopping list based on the situation given.
							4x40 menit	- Buku teks
								- Alat peraga
								- Tempat-tempat umum yang ada teks fungsional

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	Teks monolog berbentuk *Descriptive/procedure*	1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur. 2. Memperhatikan	▪ Melengkapi teks *descriptive / procedure* ▪ Menyusun teks ▪ Menulis teks berbentuk – *Descriptive/pro cedure*	Tes tulis	melengkapi menyusun teks	*Complete the blank spaces Correctly.* *Arrange the jumbled sentences into a good descriptive/procedure text*	4x40 menit	Buku teks Alat peraga Teks otentik

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional
	  – Instruksi
	  – Daftar barang
	  – Pengumuman
	  – Ucapan selamat
	- Kosakata terkait tema / jenis teks.
	- Ciri kebahasaan teks fungsional.
		1. Tanya jawab yang berkaitan dengan materi
		2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative*
		3. Membuat frasa, kalimat sesuai dengan materi
		4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek
		5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman
		6. Membuat teks tulis fungsional pendek sendiri dengan bebas
			• Menulis teks fungsional pendek berbentuk :
			  – Instruksi
			  – Daftar barang
			  – Pengumuman
			  – Ucapan selamat
			
			• Menulis kalimat sederhana
				Test tulis	Melengkapi
					
					Esai bebas
						Complete the sentences
						
						Write down your own shopping list based on the situation given.
							4x40 menit	- Buku teks
								- Alat peraga
								- Tempat-tempat umum yang ada teks fungsional

berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive/ procedure*		penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur 3. Memperhatikan dan membaca teks deskriptif / prosedur. 4. Menulsi frasa-frasa, kalimat-			Esai	*Write down a simple descriptive/procedure text based on the picturewith your own words*		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional – Instruksi – Daftar barang – Pengumuman – Ucapan selamat - Kosakata terkait tema / jenis teks. - Ciri kebahasaan teks fungsional.	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	• Menulis teks fungsional pendek berbentuk : – Instruksi – Daftar barang – Pengumuman – Ucapan selamat • Menulis kalimat sederhana	Test tulis	Melengkapi Esai bebas	*Complete the sentences* *Write down your own shopping list based on the situation given.*	4x40 menit	- Buku teks - Alat peraga - Tempat-tempat umum yang ada teks fungsional
		kalimat yang diperlukan untuk menulis teks deskriptif / prosedur. 5. Menulis teks deskriptif / prosedur dengan struktur teks yang benar.						

SILABUS

SATUAN PENDIDIKAN   : SMP

MATA PELAJARAN   : BAHASA INGGRIS

KELAS   : VII

Pre-Test for Students Speaking Performance

Cycle I

Name :

Class   :

Instruction:

1. Making the group of speaking consist of five to six students.
2. The teacher give a ball to each group (each ball contain a material).
3. The teacher plays music than the students should pass the ball to the member of each group.
4. The student who gets the ball should explain the material.

Speaking Assessment Criteria

No	Component of Speaking	Score				
		5	4	3	2	1
1	Pronounciation					
2	Vocabulary					
3	Gramatical Accuracy					
Total						

5   : Excellent

4   : Very Good

3   : Good

2   : Average

1   : Poor

Post-Test for Students Speaking Performance

Cycle II

Name :

Class :

Instruction:

1. Making the group of speaking consist of five students.
2. The teacher give a ball to each group (each ball contain a material).
3. The teacher plays music than the students should pass the ball to the member of each group.
4. The student who gets the ball should explain the material.

Observation List of Students Speaking Performance

No	Component of Speaking	Score				
		5	4	3	2	1
1	Pronounciation					
2	Vocabulary					
3	Gramatical Accuracy					
Total						

5   : Excellent

4   : Very Good

3   : Good

2   : Average

1   : Poor

Instructions

1. Introduce yourself in front of your friend!

Example

Topic: Describing People

Diandra : Good morning, Tina

Tina : Good morning too.

Diandra : Have you seen our new English teacher?

Tina : Yes, I have. *She is Mrs. Alice right*

Diandra : What do you think about her?

Tina : *She is beautiful tall woman; she has pointed nose and smiling woman*. And how

about you?

Diandra : ***She is fat enough but she always uses the uniform elegantly.*** The conclusion is

that she is good looking

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : .... Meeting : ....

Class : .... Cycle : ....

No	Name	The Students' Activity					TOTAL
		1	2	3	4	5	
1	AGP	✓		✓			2
2	AMA	✓		✓	✓		3
3	AH	✓		✓	✓		3
4	AAB	✓	✓	✓		✓	4
5	ANA	✓		✓			2
6	ARR	✓	✓	✓	✓		4
7	AZR	✓	✓	✓		✓	4
8	AN	✓		✓		✓	3
9	AFA	✓	✓	✓	✓		4
10	AND	✓		✓		✓	3
11	BNH	✓		✓		✓	3
12	BAA			✓			1
13	EA	✓	✓	✓	✓	✓	4
14	HRI		✓	✓	✓		3
15	HAA			✓			1
16	ID	✓		✓		✓	3
17	KTT	✓		✓			2
18	MHL			✓	✓		2
19	MS	✓	✓	✓	✓		4
20	MP	✓	✓	✓			3
21	MM	✓	✓	✓			3
22	MHS	✓		✓		✓	3
23	OA			✓			1
24	PB	✓	✓	✓		✓	4
25	PC	✓		✓		✓	3
26	RAR	✓		✓			2
27	RAA	✓	✓	✓	✓		4
28	RN			✓			1
29	SF		✓	✓	✓		3
30	SAL	✓		✓		✓	3
31	SR		✓	✓	✓		3
32	UMR			✓	✓		2

1. Attention to teacher explanation

2. Giving respond

3. Participating in learning process

4. Following Teacher Instruction

5. Making Notes

OBSERVATION SHEET
THE STUDENTS' ACTIVITY

Day/Date : .... Meeting : ....
Class   : .... Cycle   : ....

No	Name	The Students' Activity					TOTAL
		1	2	3	4	5	
1	AGP	✓		✓	✓		3
2	AMA	✓	✓	✓			3
3	AH	✓	✓	✓			3
4	AAB	✓	✓	✓	✓	✓	5
5	ANA	✓	✓	✓			3
6	ARR	✓	✓	✓	✓	✓	5
7	AZR	✓	✓	✓	✓	✓	5
8	AN	✓		✓	✓	✓	4
9	AFA	✓	✓	✓	✓	✓	5
10	AND	✓	✓	✓	✓	✓	5
11	BNH	✓		✓	✓	✓	4
12	BAA	✓	✓	✓	✓		4
13	EA	✓	✓	✓	✓	✓	5
14	HRI	✓	✓	✓	✓		4
15	HAA	✓		✓	✓		3
16	ID	✓	✓	✓	✓	✓	5
17	KTT	✓		✓	✓	✓	4
18	MHL	✓	✓	✓			3
19	MS	✓	✓	✓	✓	✓	5
20	MP	✓	✓	✓	✓	✓	5
21	MM	✓	✓	✓	✓	✓	5
22	MHS	✓	✓	✓	✓	✓	5
23	OA	✓		✓	✓		3
24	PB	✓	✓	✓		✓	4
25	PC	✓	✓	✓		✓	4
26	RAR	✓	✓	✓			4
27	RAA	✓	✓	✓	✓	✓	5
28	RN	✓		✓	✓		3
29	SF	✓	✓	✓	✓		4
30	SAL	✓		✓	✓	✓	4
31	SR	✓	✓	✓	✓		4
32	UMR	✓	✓	✓	✓		4

1. Attention to teacher explanation

2. Giving respond

3. Participating in learning process

4. Following Teacher Instruction

5. Making Notes

Collaborator	**Researcher**
<u>Novi Dian Mandawasa, S.Ag</u>	**<u>Alvi Nurul Muhimmah</u>**
NIP. 197411232006019	**St. Number 13106687**

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date :
School : MTs N 1 Lampung Timur
Class : VII

Teacher's Activity	Good	Enough	Less

1. Pre Teaching
   a. Prepare the lesson plan
   b. Prepare the material that will be given
   c. Ability in opening the learning process			

2. While teaching
   a. Inform the objective of learning
   b. Explain the material chronological
   c. Guide the students follow the lesson
   d. Motivate the students
   e. Guide the students to practice the material			

3. Post teaching
   a. Conclude the result Learning
   b. Close the learning activity			

Collaborator   Researcher

Novi Dian Mandawasa, S.Ag   **Alvi Nurul Muhimmah**
NIP. 197411232006019   **St. Number 13106687**

Observation Sheet of the Teacher's Activities (Cycle I)

Day/Date   :
School   : MTs N 1 Lampung Timur
Class   : VII

Teacher's Activity	Good	Enough	Less

4. Pre Teaching
   d. Prepare the lesson plan
   e. Prepare the material that will be given
   f. Ability in opening the learning process			

5. While teaching
   f. Inform the objective of learning
   g. Explain the material chronological
   h. Guide the students follow the lesson
   i. Motivate the students
   j. Guide the students to practice the material			

6. Post teaching
   c. Conclude the result Learning
   d. Close the learning activity			

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Collaborator

Researcher

</div>

Novi Dian Mandawasa, S.Ag
NIP. 197411232006019

Alvi Nurul Muhimmah
St. Number 13106687

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date   :
School   : MTs N 1 Lampung Timur
Class   : VII

Teacher's Activity	Good	Enough	Less
7. Pre Teaching 　g. Prepare the lesson plan 　h. Prepare the material that will be given 　i. Ability in opening the learning process			
8. While teaching 　k. Inform the objective of learning 　l. Explain the material chronological 　m. Guide the students follow the lesson 　n. Motivate the students 　o. Guide the students to practice the material			
9. Post teaching 　e. Conclude the result Learning 　f. Close the learning activity			

Collaborator   **Researcher**

Novi Dian Mandawasa, S.Ag   **Alvi Nurul Muhimmah**
NIP. 197411232006019   **St. Number 13106687**

Observation Sheet of the Teacher's Activities (Cycle II)

Day/Date   :
School   : MTs N 1 Lampung Timur
Class   : VII

Teacher's Activity	Good	Enough	Less

10. Pre Teaching
  j. Prepare the lesson plan
  k. Prepare the material that will be given
  l. Ability in opening the learning process			

11. While teaching
  p. Inform the objective of learning
  q. Explain the material chronological
  r. Guide the students follow the lesson
  s. Motivate the students
  t. Guide the students to practice the material			

12. Post teaching
  g. Conclude the result Learning
  h. Close the learning activity			

Collaborator   **Researcher**

Novi Dian Mandawasa, S.Ag   **Alvi Nurul Muhimmah**
NIP. 197411232006019   **St. Number 13106687**

SCORING RUBRICS PRE TEST

NO	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AGP	✓					✓						✓				58
2	AMA	✓					✓						✓				61
3	AH			✓				✓						✓			76
4	AAB	✓					✓					✓					58
5	ANA	✓					✓					✓					54
6	ARR	✓					✓					✓					60
7	AZR	✓						✓					✓				64
8	AN	✓					✓					✓					58
9	AFA		✓					✓					✓				72
10	AND	✓						✓				✓					63
11	BNH	✓					✓					✓					56
12	BAA	✓					✓					✓					57
13	EA		✓						✓				✓				72
14	HRI		✓					✓					✓				72
15	HAA	✓					✓					✓					58
16	ID	✓					✓					✓					58
17	KTT	✓					✓					✓					58
18	MHL	✓					✓					✓					59
19	MS		✓					✓					✓				71
20	MP		✓					✓					✓				73
21	MM		✓				✓						✓				67
22	MHS		✓					✓					✓				72
23	OA		✓				✓					✓					60
24	PB		✓					✓					✓				73
25	PC	✓					✓					✓					58
26	RAR		✓				✓					✓					62

27	RAA		✓				✓					✓			71
28	RN	✓			✓					✓					57
29	SF		✓				✓			✓					67
30	SAL		✓				✓				✓				70
31	SR		✓				✓				✓				69
32	UMR		✓				✓					✓			74

SCORING RUBRICS POST TEST 1

NO	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AGP	✓					✓						✓				61
2	AMA	✓					✓						✓				65
3	AH			✓				✓						✓			76
4	AAB	✓					✓					✓					64
5	ANA	✓					✓					✓					56
6	ARR		✓					✓					✓				71
7	AZR		✓					✓					✓				72
8	AN	✓					✓					✓					64
9	AFA			✓					✓					✓			77
10	AND	✓						✓					✓				65
11	BNH	✓					✓					✓					61
12	BAA	✓					✓					✓					59
13	EA		✓						✓				✓				73
14	HRI		✓					✓					✓				73
15	HAA		✓					✓					✓				71
16	ID	✓						✓				✓					62
17	KTT	✓					✓					✓					58
18	MHL	✓					✓					✓					59
19	MS		✓					✓					✓				73
20	MP		✓					✓						✓			75
21	MM		✓						✓					✓			75
22	MHS		✓					✓					✓				72
23	OA		✓					✓					✓				71
24	PB			✓					✓					✓			75
25	PC	✓					✓					✓					63
26	RAR		✓				✓					✓					62

No.	Code	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	Score
27	RAA		✓				✓					✓		75
28	RN	✓				✓				✓				58
29	SF	✓					✓				✓			68
30	SAL		✓				✓				✓			71
31	SR	✓					✓				✓			70
32	UMR			✓			✓					✓		75

SCORING RUBRICS POST TEST 2

NO	NAME	FLUENCY					PRONOUNCIATION					VOCABULARY					TOTAL
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	AGP	✓					✓						✓				65
2	AMA		✓					✓					✓				71
3	AH			✓					✓					✓			77
4	AAB	✓					✓					✓					71
5	ANA	✓					✓					✓					61
6	ARR			✓					✓					✓			77
7	AZR			✓					✓						✓		80
8	AN	✓					✓					✓					71
9	AFA			✓					✓						✓		83
10	AND		✓					✓					✓				70
11	BNH	✓						✓				✓					62
12	BAA	✓						✓					✓				63
13	EA			✓				✓						✓			81
14	HRI			✓				✓						✓			77
15	HAA			✓				✓						✓			75
16	ID	✓						✓					✓				63
17	KTT	✓					✓					✓					61
18	MHL	✓						✓				✓					62
19	MS			✓					✓					✓			77
20	MP			✓					✓					✓			80
21	MM			✓					✓					✓			80
22	MHS			✓				✓					✓				74
23	OA		✓					✓					✓				72
24	PB				✓				✓					✓			84
25	PC	✓					✓					✓					71
26	RAR		✓					✓				✓					71

No	Name															Value
27	RAA				✓				✓					✓		84
28	RN	✓				✓					✓					61
29	SF		✓				✓					✓				70
30	SAL			✓				✓					✓			75
31	SR		✓				✓						✓			72
32	UMR			✓				✓					✓			77

PRE TEST SCORE

NO	NAME	FLUENCY	PRONOUNCIATION	VOCABULARY	TOTAL
1	AGP	54	52	68	58
2	AMA	56	62	65	61
3	AH	76	74	78	76
4	AAB	54	60	60	58
5	ANA	52	60	50	54
6	ARR	64	60	56	60
7	AZR	62	65	66	64
8	AN	54	60	60	58
9	AFA	70	72	74	72
10	AND	60	65	64	63
11	BNH	58	56	54	56
12	BAA	55	60	56	57
13	EA	68	75	74	72
14	HRI	70	74	72	72
15	HAA	55	60	58	58
16	ID	56	58	60	58
17	KTT	56	60	58	58
18	MHL	58	60	58	59
19	MS	70	72	70	71
20	MP	70	74	74	73
21	MM	70	64	68	67
22	MHS	70	72	74	72
23	OA	65	60	55	60
24	PB	72	74	74	73
25	PC	60	58	56	58
26	RAR	65	60	60	62
27	RAA	72	70	72	71
28	RN	58	60	54	57
29	SF	68	70	64	67
30	SAL	68	70	72	70
31	SR	66	72	70	69
32	UMR	74	72	76	74
TOTAL					2,059
AVERAGE					64.34

SCORE POST TEST 1

NO	NAME	FLUENCY	PRONOUNCIATION	VOCABULARY	TOTAL
1	AGP	56	58	70	61
2	AMA	60	64	70	65
3	AH	76	74	78	76
4	AAB	65	64	62	64
5	ANA	56	60	52	56
6	ARR	70	72	70	71
7	AZR	72	74	70	72
8	AN	66	65	60	64
9	AFA	76	78	78	77
10	AND	62	68	66	65
11	BNH	60	62	60	61
12	BAA	60	60	56	59
13	EA	70	76	74	73
14	HRI	70	74	74	73
15	HAA	70	70	72	71
16	ID	60	65	60	62
17	KTT	56	60	58	58
18	MHL	58	60	58	59
19	MS	72	74	72	73
20	MP	74	74	76	75
21	MM	74	76	75	75
22	MHS	70	72	74	72
23	OA	70	72	70	71
24	PB	75	75	75	75
25	PC	65	64	60	63
26	RAR	66	60	60	62
27	RAA	74	74	76	75
28	RN	58	60	55	58
29	SF	68	70	65	68
30	SAL	70	70	72	71
31	SR	68	72	70	70
32	UMR	75	74	76	75
TOTAL					2,166
AVERAGE					67.67708333

SCORE POST TEST 2

NO	NAME	FLUENCY	PRONOUNCIATION	VOCABULARY	TOTAL
1	AGP	60	64	70	65
2	AMA	70	70	74	71
3	AH	78	75	78	77
4	AAB	70	72	70	71
5	ANA	60	62	60	61
6	ARR	76	75	80	77
7	AZR	80	75	85	80
8	AN	70	72	70	71
9	AFA	84	80	85	83
10	AND	70	70	70	70
11	BNH	62	65	60	62
12	BAA	60	65	65	63
13	EA	80	80	82	81
14	HRI	75	75	80	77
15	HAA	75	72	78	75
16	ID	60	65	65	63
17	KTT	60	60	62	61
18	MHL	60	65	60	62
19	MS	76	80	75	77
20	MP	80	80	80	80
21	MM	78	80	82	80
22	MHS	75	72	74	74
23	OA	74	72	70	72
24	PB	85	82	84	84
25	PC	71	72	70	71
26	RAR	70	73	70	71
27	RAA	84	84	85	84
28	RN	62	60	60	61
29	SF	70	70	70	70
30	SAL	75	75	75	75
31	SR	70	72	75	72
32	UMR	78	78	76	77
TOTAL					2,317
AVERAGE					72.40

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
Jalan ki Hajar Dewantaran/Lembayung 38B. Banjarrejo Kec. Batanghari
Telp(0725) 7852539Kode Pos 34181

SURAT KETERANGAN PRA SERVEY
Nomor : B.27/.../MTs.08.01/PP.005/ 11/2016

Berdasarkan surat dari Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Nomor : ST .00/JST/PP.00.9/2382/2016, Tanggal, 26 Oktober 2016, Perihal **Izin Pra Survey,**dengan ini Saya Selaku Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur menerangkan bahwa :

Nama   : ALVI NURUL MUHIMMAH
NPM   : 13106687
Jurusan   : Tarbiyah

Telah Melaksanakan Pra Survey di MTsN 1 Lampung Timur selama 1 (satu) hari dengan udul **"Snowball Throwing Technique : An Effective Way to Improve Student Speaking Erformance (Classroom Action Research at the seventh grade Students of MTsN 1 Lampung Timur "** dengan baik.

Demikian surat izin ini dibuat dengan sebenarnya   agar dapat di pergunakan sebagaimana mestinya.

Di Keluarkan : di Batanghari
Pada Tanggal : 17 Nopember 2016
Kepala

HJ. LENNY DARNISAH,S.Pd.MM
NIP.197310111997032003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

Nomor : B-2314/In.28/R.1/TL.00/04/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N 1 LAMPUNG TIMUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2313/In.28/R/TL.01/04/2017, tanggal 28 April 2017 atas nama saudara:

Nama   : **ALVI NURUL MUHIMMAH**
NPM   : 13106687
Semester   : 8 (Delapan)
Jurusan   : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SNOWBALL THROWING TECHNIQUE TO IMPROVE THE SPEAKING PERFORMANCE AMONG THE SEVENTH GRADE STUDENTS OF MTS N 1 LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 April 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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S U R A T   T U G A S
Nomor: B-2313/In.28/R.1/TL.01/04/2017

Wakil Rektot Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro,
Menugaskan Kepada Saudara:

Nama	:	**ALVI NURUL MUHIMMAH**
NPM	:	13106687
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF SNOWBALL THROWING TECHNIQUE TO IMPROVE THE SPEAKING PERFORMANCE AMONG THE SEVENTH GRADE STUDENTS OF MTS N 1 LAMPUNG TIMUR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 April 2017

Mengetahui,
Pejabat Setempat

Wakil Rektor Bidang Akademik dan Kelembagaan,

H. LENNY DARNISAH. SPd. MM.
NIP. 197310 11 199703 2003

Dr. Suhairi, S.Ag. MH
NIP 197240011999031003

SURAT K ETERANGAN IZIN RESEARCH

Nomor : B *138* / MTs.08.01/PP.005/ 05 /2017

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2314/In.28/R.1/TL.00/04/ 2017, Tanggal 28 April 2017 Perihal **Izin Risearch**, Dengan ini Kepala Madrasah Tsanawiyah Negeri Metro Batanghari Lampung Timur Menerangkan Bahwa :

Nama : **Alvi Nurul Muhimmah**
NPM : 13106687
Jurusan : Pendidikan Bahasa Inggris (PBI)

Telah selesai melaksanakan **Penelitian** selama 1 (satu) bulan dari Tanggal 29 April s.d 29 Mei 2017 di MTsN 1 Lampung Timur dengan Judul '**The Use of snowball throwing technique to improve the speaking performance among theseventh grade students of MTsN 1 Lampung Timur'** dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 Mei 2017
Kepala

Hj. LENNY DARNISAH, S.Pd., MM
NIP. 19770721200312 1001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alvi Nurul Muhimmah
NPM : 13106687

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	8 Juni	✓		- Revise table of content - Add the theory	
	9 Juni	✓		- Revise Theory in Chapter II.	
	9 Juni	✓		- Revise chapter II - Add theory ch. II	
	12 Juni	✓		- Revise technique ch. II *R baik diterima* *see dimunaqasahk.*	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alvi Nurul Muhimmah   Jurusan : TBI
NPM : 13106687   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 30/05/17		✓	Revise chapter IV - V	
2	Thursday 08/06/17		✓	Acc and continue to the first Sponsor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

DOCUMENTATION

Picture 1. The researcher explained the material

Pictrure 2. The researcher applied snowball technique

Picture 3. The Researcher Taking Score of Students Speaking Performance

CURRICULUM VITAE

The name of the writer is Alvi Nurul Muhimmah. She was born in Seputih Mataram, on July 7th 1995. She is the first daughter Mr. Rasikun and Mrs. Nur Soimi.

She is graduated from Abadi Perkasa elementary school 2006. Three years later she graduated from Abadi Perkasa Junior High School. After graduated from Junior High School, she continued his study in Sugar Group Senior High School and graduated on 2013. IAIN Metro has become his next decision to continue his study since 2013.