AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY AMONG THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR CENTRAL LAMPUNG

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/ 2020 M

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Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
AYU WULANSARI
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Tarbiyah and Teacher Training Faculty
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ABSTRACT

By:
AYU WULANSARI

The objective of the research is to find out whether Summary Ball technique influence the students speaking ability among the tenth grade of SMKN 1 Terbanggi Besar, Central Lampung. Speaking has been one of the most important skill to be mastered, by mastering speaking English people are able to communicate each other. Therefore, in speaking classroom the students should work as much as possible on their own, talk to another directly, and able to understand what people say to them.The English teacher must have the capability to implement English teaching strategy which makes the students can solve the problem. The English teacher demanded to motivate the students in English learning process. Summary Ball Technique is one of the techniques which can be used in teaching speaking. In this technique, the students encourage to speaking English.

This research is quantitative research. The population of this research was the students of the tenth grade. The sample of this research was 40 students which consist of 20 students in experimental class and 20 students in control class. The researcher used test anddocumentation as the data collecting method. In order to analyze the data. The researcher used SPSS application.

In this research, the result of normality test is: pre-test sig = 0.72 > 0,05, post-test Sig = 0,56 > 0,05 and the result of homogenity test is sig = 0,652, then the result t-test formula which is significant level (2-tailed) of post-test was less than the α (0,000 < 0,05). Based on these condition Ha is accepted and Ho is rejected, it means that there was a positive and significant influence of using Summary Ball Technique on the students speaking ability among the tenth grade of SMKN 1 TerbanggiBesar Central Lampung.

Keyword :*Summary Ball Technique, Speaking ability.*

PENGARUH PENGGUNAAN TEKNIK *SUMMARY BALL*

TERHADAP KEMAMPUAN BERBICARA SISWA KELAS 10

DI SMKN1 TERBANGGI BESAR LAMPUNG TENGAH

ABSTRAK

Oleh:
AYU WULANSARI

Tujuan penelitian ini adalah untuk mengetahui apakah teknik *Summary Ball* berpengaruh terhadap kemampuan berbicara siswa kelas 10 di SMKN 1 Terbanggi Besar, Lampung Tengah. Berbicara merupakan salah satu dari kemampuan yang paling penting yang harus dikuasai siswa, karena dengan menguasai ketrampilan berbicara orang dapat berkomunikasi satu dengan yang lainnya. Oleh sebab itu, di dalam kelas berbicara para siswa harus bekerja sebanyak mungkin sesuai kemampuannya, berbicara dengan yang lain secara langsung, dan dapat mengerti apa yang orang lain katakan kepadanya. Guru bahasa Inggris harus meemiliki kemampuan untuk mengimplementasikan strategi pengajaran bahasa Inggris yang dapat membuat para siswa mengatasi permasalahan yang mereka hadapi di dalam proses pembelajaran. Guru bahasa Inggris diminta untuk memotivasi para siswa dalam pembelajaran bahasa Inggris. Teknik *Summary Ball* merupakan salah satu teknik yang dapat digunakan dalam mengajar berbicara, dalam teknik ini para siswa dianjurkan untuk berbicara Bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif. Populasi dari penelitian ini adalah para siswa kelas 10. Sampel dari penelitian ini ada 40 siswa terdiri dari 20 siswa yang ada di kelas eksperimen dan 20 siswa dikelas kontrol. Peneliti menggunakan test dan dokumentasi sebagai teknik pengumpulan data. Untuk menganalisis data, peneliti menggunakan aplikasi SPSS.

Pada penelitian ini, hasil test normalitas yaitu: pre-test Sig = 0.72 > 0,05, post-test Sig = 0,56 > 0,05 dan hasil dari tes homogenitas yaitu Sig = 0,652, kemudian hasil dari rumus t-test significant level (2-tailed) dari post-test lebih rendah dari nilai α (0,000 < 0,05). Berdasarkan kondisi tersebut Ho ditolak dan Ha di terima, ini berarti bahwa ada pengaruh yang positif dan signifikan dengan menggunakan teknik *Summary Ball* pada kemampuan belajar siswa kelas 10 di SMKN 1 Terbanggi Besar, Lampung Tengah.

Keywords: *teknik Summary Ball, Kemampuan berbicara*

RATIFICATION PAGE

No. B-4194/In-28.1/D/PP-00-9/12/2019

An Undergraduate thesis entitled: THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AMONG THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR CENTRAL LAMPUNG, written by Ayu Wulansari, student number 1501070156, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 20th May 2019 at 10.00–12.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.........................)
Examiner I	: Ahmad Subhan Roza, M.Pd	(.........................)
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APPROVAL PAGE

Title   : THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AMONG THE TENTH GRADE AT SMKN1 TERBANGGI BESAR CENTRAL LAMPUNG

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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : Mohon Dimunaqosyahkan Skripsi
               Saudari Ayu Wulansari

                                Kepada Yth.,
                                Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                                Institut Agama Islam Negeri (IAIN) Metro
                                di-
                                       Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Ayu Wulansari
NPM   : 1501070156
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Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi   : THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AMONG THE TENTH GRADE AT SMKN1 TERBANGGI BESAR CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

                                                Metro, Oktober 2019
Pembimbing I   Pembimbing II

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Number   :
Appendix   :
Matter   : In order to hold the munaqosyah
              of Ayu Wulansari

                                    To :
                                    The Honorable of the Dean of Faculty of
                                    Tarbiyah and Teacher Training
                                    State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Ayu Wulansari
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Title   : THE INFLUENCE OF USING SUMMARY BALL
                  TECHNIQUE ON THE STUDENTS SPEAKING ABILITY
                  AMONG THE TENTH GRADE AT SMKN1 TERBANGGI
                  BESAR CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Sponsor	Metro, October 2019 Co-Sponsor
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: AYU WULANSARI
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Study Program	: English Education Department (TBI)
Faculty	: Tarbiyah and Teacher Training Faculty (FTIK)

States that this undergraduate thesis is originally the result of the researchers' research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 2019

The Resarcher

AYU WULANSARI
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ORISINALITAS PENELITIAN

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Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutklan dalam daftar pustaka.

Metro, November 2019

Yang menyatakan

AYU WULANSARI
NPM. 1501070156

MOTTO

يُسْرَا الْعُسْرِ فَاِنَّ مَعَ

اِنَّ مَعَ الْعُسْرِ يُسْرًا

فَاِذَا فَرَغْت فَانْصَبْ

وَاِلَى رَبِّك فَارْغَب

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease. So

when you have finished (your duties) than stand up (for worship). And to your

Lord direct (your) longing."

(QS. Al-Insyirah 5-8)

No amount of money ever bought a second of time.

(Howard Stak)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to :

My beloved parents Mr. Adung Widodo dan Mrs. Sumini who always pray and give support in their endless love.

My beloved brother, Kholid Almahdi and my beloved aunt Alm. Febri Dwi Jayanti who inspired me.

My great class, TBI C (The wonderful class with unique types of the students) My beloved friends, Erna Sari, Fitria Eka Saputri, Anggun Anggraini, Nia Handayani, Diki Anggara, and my other friends who can not mentioned one by one that always support me.

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

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1. The first, thanks for Mrs Dr. Hj. Akla, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.

2. The second, thanks for Mr. Ahmad Subhan Roza, M.Pd as the Head of English Education Department of IAIN Metro

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5. The fifth, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

6. Next, for all of teachers of SMKN 1 Terbanggi Besar Centra Lampung who give the researcher opportunity to conducted this research.

7. The last but least, thanks for all of my parents (Mr. Adung Widodo and Mrs. Sumini) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for the reader.

Metro, November 2019
The Researcher

AYU WULANSARI
NPM. 1501070156

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CHAPTER I

INTRODUCTION

A. Background of Study

English is a foreign language which is most used language in the world, because by mastering English people are easly to communicate with other people from different country and get some information of the science, technology, culture and art in internationality. English has been a universal language which is necessary by human, it is also be a default language in every aspect of our lives. For instance, English used as medium language to starting up a new handphone, laptop, computer, software, or website in internet. Morever, in educational, there are many class or school which is used English as language in the school.

There are four components of English skills, there are listening, speaking, reading, and writing. Speaking has been one of the most important skills to be mastered, by mastering speaking people able to communicate each other. It is mean, in speaking classroom the students should work as much as possible on thier own, talk to another directly, and able to understand what people say to them. Speaking used to many different purpose. Each purpose may be to make social contact, to persuade someone about something, or to clarify information. Almost all learners in other country even Indonesian learners study English to develop their proficiency in speaking.

Based on the explanation above, the English teacher must have a capability to implement English teaching strategy which made the students

can solve the problem that faced by students in learning process. The English teacher demanded to motivate the students in English learning process.

Furthermore, each school has given English lesson, but this is not maximum because the condition of the class donot support, for instance noise class and the student look not interest in English lesson.It is proven based on the researcher's observation at the tenth grade at SMKN 1 Terbanggi Besar, most of students has poor in speaking. The students are poor and can not speak English in short conversation. In addition, they have no idea about what they are going to say when they are asked to speak directly then they take much time to think about it. In other words, they lack of vocabularies so they can not find an idea to speak up. Some of them did not speak anything because they are less confidence and feel nervous. They are afraid to express their own skill and worried if they make mistake then is laughed by other friends. On the other hand, most some of students are busy with themselves and they are look not interested in English class, because they think that English a difficult subject.

Moreover, there are many problems in students speaking ability, among others these are: students interest, the material, the media, and the technique in teaching speaking. The ideal English classroom should be enjoyable and the learning technique must be fun so the students feel fun during learning process. A lot of students think that English lesson is the difficult lesson for them, especially in speaking mastery.

Therefore, in order to minimize the problem, the researcher considered it is necessary to find out an alternative technique to create interesting and active class. The teacher needed to encourage the student to produce their ability in speaking, motivate them to learn better in their speaking ability and overcame their speaking problems. There were many technique can be applied in speaking class including summary ball technique. Actually, this technique often applied in reading or writing class to help student summarize a text by doing a fun game. Moreover, the role of this technique is the studentsneeded to express any fact related in the topic orally. It would encourage the students to focus on the topic so they can worry out and express any fact directly and clearly. It was make they have been familiar in speaking English and leaving out nervous.

In this case, the researcher was interesting in researching and analyzing the process of teaching speaking by using summary ball technique among the tenth grade of SMKN 1 Terbanggi Besar. Therefore, in this school the students were poor in English, lack of vocabulary, not interested in English, less confidence and feel nervous when they asked to speak up. The researcher got the data from the teacher when she conducted the pre-survey on November 30, 2018 as follows:

Table 1.1
The Data of Students' English Speaking Achievement among The Tenth
Grade of Accounting Class at SMKN 1 Terbanggi Besar

No	Score	Category	Frequency	Percentages
1	>75	Passed	5	16%
2	<75	Failed	27	84%
Total			**32**	**100%**

Source: Test of students' speaking ability conducted at SMKN 1 Terbanggi Besar, taken on November 30, 2018.

Based on the data and table, it can be inferredthat the total of students is 32 and the MMC score is 75. The students who get the score under 75 were failed. There were 5 students who passed with percentage 16% and there were 27 students who failedwith percentages 84%.

Therefore, based on the data of the pre-survey among the tenth grade at SMKN 1 Terbanggi Besar, the researcher found that the students still face many problems in speaking. For instance students still take too much time to compose utterances, spoken English does not sound natural, poor in pronunciation, less confidence and feel nervous.

So, the researcher conducted a research entitled: "The Influence of Using Summary Ball Technique on The Students Speaking Ability among The Tenth Grade at SMKN 1 Terbanggi Besar"

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students are poor in speaking English

2. The students are lack of vocabulary

3. The students are not interested in learning English

4. The students are less confidence and nervous

C. Problem Limitation

To avoid misunderstanding and make clarify of this study, the writer limited the problem only for the influence of using summary ball technique on the students' speaking ability among the tenth grade at SMKN 1 Terbanggi Besar.

D. Problem Formulation

Based on the limitation above, the problems that study in this research is formulated as follows:

"Is there any positive and significanceinfluence of using summary ball technique onthe students' speaking ability among the tenth grade at SMKN 1 Terbanggi Besar?"

E. Objectiveand Benefits of the Study

1. Objective of the study

   Generally, the objective of this research is toknow is thereany positive and significance influence of using summary ball technique on the students' speaking ability among the tenth grade at SMKN 1 Terbanggi Besar.

2. Benefits of the Study

   The results of this experimental research are expected:

   a. For the Teacher:

      The result of this study is expected to be useful idea for English teachers to get the alternative way in teaching speaking.

   b. For the students:

      The result of this study expected to help and give an opportunityfor students to get active learning and solve their problem faced.

   c. For other researcher:

      Finally, these findings expected tobe useful to add reference and information for other next researchers having the same problem as the writer.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Ability

1. The Definition of Speaking

Speaking is labelled as oral production. Speaking is used by someone for communication in dialy life at school, at home, or some other places. Speaking is meaningful for an individuals' living processes and experiences. Without speaking must remain in almost total isolation from any kind of society. Actually what is the definition of speaking ? In the process of writing this paper, the researcher has tried to find out the meaning of speaking as one of English skill that have to mastery. There are several resources found that explain the definition of speaking as follows.

The first definition is according to Sandra Combleet and Ronald Carteer, they defines that by just making sounds as the birds, animals, and babies do is not called speaking, because speaking is not just about making sound, it should be there are some utterance for communicate.[1] It means that speaking is not just make a sound by mouth that has no meaning, but speaking is some process of produce some words or true uttarance by mouth and other speech organ which has some meaning and can be understand with the other people or the interlocutor.

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[1] Sandra Cornbleet And Robert Carteer, *The Language Of Speaking And Writing,* (London: Routledge, 2001),17

In the second definition based on the Penny Ur states that speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing and many if not most foreign learners are primarily interested in learning to speak.[2] It can be described that speaking is important in every aspect of life, to know a language of someone we can listen what they speak. In other word, speaking is obtained and learned in the early. First he listens, then he speaks, and he understands. After that, he desires and express how his feeling and acting out his attitude through speaking. Finally, he makes a written and reads its to get more meaning and more understands about the word itself.

The next definition according to Elizabeth Grugeon defines that talk is a wonderful ready-made resource that each child brings to the first day of school –unlike the resources for reading and writing that the school provides.[3] It is mean that talking activity is the first thing they do before they read and then write.

In line with the explanation above, Faisal Badrru Kamal Dkk, describe that speaking is a productive skill that plays an important in communicating to other people. We express our ideas, commands, requests, arguments, opinions, and the likes by the use of language trough

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[2] Penny Ur, *A Course In Language Teaching: Practice And Theory*, (Cambridge: Cambridge University Press, 2009),120
[3] Elizabeth Grugeon, et.al, *Teaching Speaking And Listening In The Primary School*, (London: David Pulton Ltd,2005),P.1

speaking. Speaking is vital in human dialy communication.[4] It means speaking can be a productive skill which important in the communication activity orally. In society, people will ask to greet other people to avoid a social classification.

Based on the explanation above, the researcher concluded that speaking is some activity that doing orally by use their speech organ, such as mouth and tounge, to do some communication activies by produce some uttarances to show the feeling, ideas, wishes, and etc. then deliver it to the listener for achieving information.

2. The Definition of Speaking Ability

In the globalization era ability is viewed as a form of a contribution in the world widely. Ability is a provision that very fundamental. However, each activity needs an ability. Jeremy Harmer states the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot.[5] In other words, speaking ability is not just produce a sound by using speech organt but also can arrange the statement clearly until the listener understand what we mean when the conversation happen.

In addition, Jack. C. Richard defines that speaking is used to different purposes. Each of these different purpose for speaking implies knowledge of the rules that account for how spoken language reflects the

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[4] Faislal Badru Kamal, Et Al., "Developing Speaking In The Tenth Grade Satudents Throough" / Elts, Vol 2, No 12014,2

[5] Jeremy Harmer, *The Practice Of English Language Teaching,* (England: Longman, 2001),269

context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved in.[6] In the other hand, speaking used for many different purposes, each purposes needs each skill itself. For example, speaking use casual conversation because its purposes is to make social contact with people, or to engage the harmless chitchat that occupies much of the time spend with the other friends. Speaking needs a knowledge to help us convey a sentence orally for the specific situation.

Based on the definition above, the researcher concluded that speaking ability is a capability to convey the utterance by utterance that has a meaning, and the capability to respond what people say when conversation or communication happend. The ability to speak seems to choose the right word or utterance in order to be appropriate with the context.

3. Teaching Speaking

Teaching is not an easy job, but it necessary one to see our students progress and know that we have helped to make it happen. Teaching speaking seems so difficult and challenging for English teacher. Speaking can be called as oral communication and speaking is one of skill in English learning. This become one important subject that should given by the teachers. That why teacher have big challenge to enable thier

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[6] Jack C. Richard And Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice,* (Cambridge: Cambridge University Press, 2002),201

student to master English well, especially speaking English in class or out of the class. When teaching young learners we constantly have to keep in our mind the fact that we have in front of us is a mised class with varied abilities, explanations, motivation levels, knowledges and last but no least, a different learning style. According to Penny Ur, there are some problem that will face by students when do speaking activities, such as:

a. Inhibition

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

b. 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.

c. Low or uneven participant

Only one participant can talk at 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.

d. Mother tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it beacuse it easier, because it feels unnatural to speak to one another in a foreign language, and because they feels less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particulary diciplined or motivated ones to keep to the target language.[7]

The teacher must consider what will do to overcome the probem above. Based on Penny Ur, there are some activity which will help to solve the problem above, those are:

a. Use group work

This increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all uttarances will be correct, and learners may occasionally slip into their native language.

b. Base the activity on easy language

In general, the level of language needed for a discussin should be lower than that used in intensive language learning activities in the same class, it should be easly recalled and produced by participants,

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[7] Penny Ur, *A Course In Language Teaching,* 121

so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

e. Keep students speak in the target language

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group mahaged to keep to it. Even if there is no actual penalty attached, the very awarness that someone is monitoring such lapeses helps participants to be move careful.[8]

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[8] *Ibid*

4. **Speaking Assesment**

There are several scoring rubric of speaking assesment. The researcher wrote scoring rubric and descriptors that adapted from the FSI Proficiency Ratings[9]

<div align="center">

Table 2.1
Scoring rubric and some descriptors of speaking assesment

</div>

Factors	Score	Descriptions
A C C E N T	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of 'foreign accent'
G R A M M A R	1	Grammar almost entirely inappropriate or inaccurate, except in stock phrases..
	2	Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.
	3	Frequent errors showing inappropriate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some conversation microskills or some patterns, but no weakness that causes misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the conversation
V O C A	1	Vocabulary limited to minimum courtesy requirements.
	2	Vocabulary limited to basic personal areas and very familiar topics (autobiographic information,

[9] Jack C. Richard And Willy A. Renandya, *Methodology In Language Teaching,* 222-223

B U L A R Y		personal experiences, etc.).
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.
	4	Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
	5	Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest (current events, as well as work, family, time, food, transportation
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
F L U E N C Y	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
	6	Speech on all general topics as effortless and smooth as a native speaker's
C O M P R E H E N S I O N	1	Understands too little to respond to conversation initiations or topic nominations.
	2	Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
	3	Understands careful, somewhat simplified speech directed to him or her, withconsiderable repetition and rephrasing.
	4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
	5	Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
	6	Understands everything in informal and colloquial speech to be expected of an educated native speaker

B. **The Concept of Summary Ball Technique**

1. **The Definition of Summary Ball**

As a technique summary ball carrying the students to do a physcal excercise in learning process and express a fact about the material given before. In same direction, Rick Wormeli states that summary ball used "to review the material, throw a large beach ball (the Summary Ball) into the classroom and let students toss it around. Each time someone catches the ball, he must call out one fact from the lesson."[10] In the other hand, this technique actually used to review the material have given by using a large ball and student will ask to do jump ball or toss it around.

Furthermore, Persida Himele defines that the beach ball represents the question. With the beach ball scenario, the teacher asks a question in a traditional Q&A format. One students responds (he catches the beach ball and tosses it back).[11] It can be means that this technique ask the student who catches the ball to state any fact or answer the teachers' question related to the material given.

On the other hand, Rick Wormeli states that summary ball technique incorporates actual projectiles. If the classroom contains a lot of students' projects, a lot of decoration hanging from the ceiling, or a lot of acquariums or terrariums, better to skip this one.[12] In this case, this

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[10]Rick Wormeli Et Al., *Meet Me In The Middle: Becoming An Accomplished Middle-Level Teacher* (Portland: Stenhouse Publisher,2001),46

[11] Persida Himmele Et Al., *Total Literacy Techniques: Tools To Help Analyze Literature And Infromational Texts* (Alexandria: Ascd, 2014),100

[12] Rick Wormeli, *Summarization In Any Subject: 50 Techniques To Improve Students Learning* (Alexandria: Ascd, 2005),158

technique is not suitable for the classroom that has narrow space because the activity of doing this technique is very active so it needs a large space to do this technique. In the other explanation, Evan Ortlieb and Eart H. Cheeck Jr. defines that summary ball used a beach ball or stripes colored ball and students toss it to one another and answer the question by students who catch the ball.[13]

From the statement above, the researcher concluded that summary ball technique is a technique that combine the sport activity with the learning process in the classroom by using a beach ball. This technique give the students the opportunity to state any fact orally and ask to speak directly based on their understanding of the material. This technique also gives the student a new experience, because they learn English include some sport activity then the students not be bored or feel sleepy in the learning process.

2. **The Steps of Summary Ball Technique**

Based on the Rick Wormeli, he attempts to introduce a basic sequence of Summary Ball, those are:

a. The first is the teacher presents the material normally: artwork, demonstration, discussion, field trip, lecture, reading, video, writing, or worksheets. After a critical mass of information has been presented, ask the students to stand at thier desks. If their placement in the class is

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[13] Evan Ortlieb and Eart H. Check Jr, *Advance Literacy Practice from The Clinic to The Classroom*, (emerald Group Publishing Limited: Bingley, 2013)p.56

too cumbersome for gently tossing objects to one another, ask the students to form a larger circle around the desks of table.

b. Begin the activity by tossing an inflated beach ball to any student. The student who catches the ball has three seconds to state any fact, concept, or skill recently presented in the lessons. He then tosses the ball to another student in the room who has not yet spoken.

c. The second student states a fact, concept, or skill that has not been mentioned, then tosses the ball to another students, and so on.[14]

d. Each time someone catches the ball, he must call out one fact from the lesson. You can alter the rules to maximize involvement. For example, students can pass the ball only to someone who has not yet contributed, student must add something within three seconds of cactching the ball or pass it on.[15]

e. If a students can not think of something from the lesson, he still tosses the ball, but then he must sit down and is out of play. The game continues until only one student is left standing.[16]

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[14] Ibid.
[15] Rick Wormeli, *Meet Me In The Middle.*,46.
[16] Rick Wormeli, *Summarization In Any Subject.*,100.

3. The Advantages and Disadvantages of Using Summary Ball Technique

As a technique, summary ball has advantages and disadvantages.

a. The advantages, those are:

1) This technique is hand on and engaging for tactile and kinesthetic learners and just plain fun for the others.[17] This technique is more active if appliying in the learning process then make the student interest in and not be bored because they feel as if they playing ball in the field.

2) The tools that use is easy to find and inexpensive, the teacher just prepare a beach ball to apply this technique in the classroom.

b. The disadvantages of this technique, are:

1) This technique can not apply in the classroom which has many decorations hanging from the celling or a lot of aquariums or terrariums.[18] It is mean this technique cannot apply in the classroom which has narrow space because the ball movement can not be free or afraid if something broke if tossed asid by the ball.

2) This technique can not apply in the class that has many student, because it will connsume many time. If this technique will give a try in the class which has many student, the teacher have to devide the students be some groups.

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[17] Cheryl Mahaffey Sigmon, *Modifying The Four-Blocks For Upper Grade,* (North Carolina: Carson-Dellosa Publishing Company, 2001),91
[18] Rick Wormeli, *Summarization In Any Subject,* 158

C. **Theoretical Framework and Pradigm**

1. **Theoretical Framework**

There were two variable of this reaserch. That were independent variable (X) and dependent variable (Y). The independent variable (X) was summary ball technique and the dependent variable (Y) was students speaking ability.

Summary ball technique is a technique that used in teaching learning to review the material given by encourage the students to state any fact, idea, uttarance, concept that related to the material. By appliying summary ball technique the students usual speaking English.

Speaking is an activity to convey the utterance by utterance that has a meaning, and the capability to respond what people say when conversation or communication happend. The ability to speak seems to choose the right word or utterance in order to be appropriate with the context.

The theoretical framework in this research was "If the summary ball technique is applied perfectly in English teaching and learning process, the students achievement in speaking ability will be high, whereas if the summary ball technique is applied imperfectly in English teaching and learning process, the students achievement in speaking ability will be low."

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:
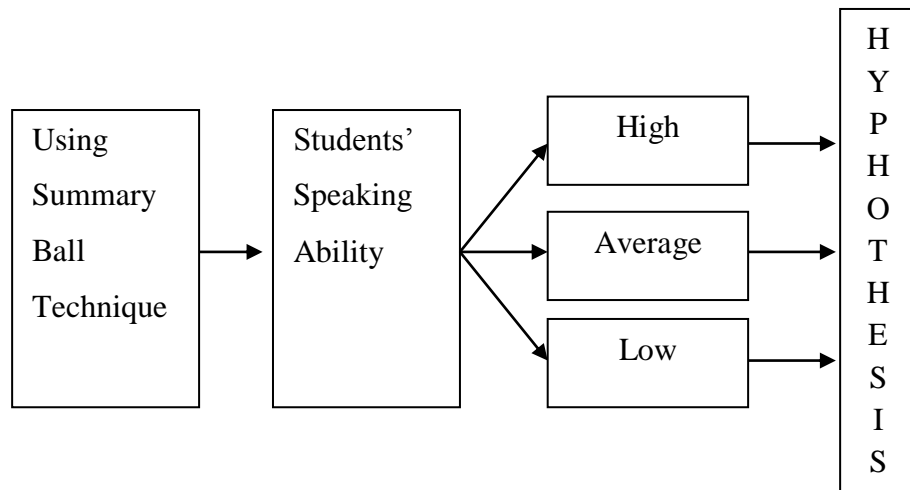
Figure 2.1
The Paradigm of The Students' Speaking Ability and Summary Ball Technique at The Tenth Grade of SMKN 1 Terbanggi Besar Central Lampung

Based on the figure above, if the students' achievement in speaking ability is high, it means that there is any positif and significance influence between summary ball technique and speaking ability. While, if the students' achievement in speaking ability is low, it means there is no positif and significance influence between summary ball technique and students' speaking ability.

D. Hypothesis

Luciene T.M. Blessing and Amaresh Cakrabakti say that an hypothesis is a tentative answer to a research question in the form of a relationship between two or more concepts, or in our case, between two or more

influencing factors, including the success factors.[19] It can be concluded that hyphothesis is an interim answer of the research question that has corelation between some concepts or each variable in a research.

Based on the theoretical framework above the researcher formulation the hypothesis as follows:

1. Null hypothesis (Ho)

    There is not any positive and significance influence of using summary ball technique on the students' speaking ability at the tenth grade of SMKN 1 Terbanggi Besar.

2. Alternative hypothesis (Ha)

    There is a positive and significance influence of using summary ball technique on the students' speaking ability at the tenth grade of SMKN 1 Terbanggi Besar.

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[19] Luciene Tm Blessing, Amaresh Cajrabarti. *DRM A Design Research Methodology,* (London: Springer, 2009),p.59

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used an experimental research to know the influence of using summary ball technique on the students' speaking ability. Yoges Khumar Shingh defines research design is a planning stage which is made logically visualizing its practicability.[20] According to C. R. Kothary, experimental design refers to the framework or structure of an experiment and as such there are several experimental designs. We can classify experimental designs into two broad categories, viz., informal experimental designs and formal experimental designs.[21]

In this research, the writer used quasy experimental research design. Creswell states that in quasi experimental research the investigator uses control and experimental group but does not randomly assign participants to groups.[22]

In this research there were two classes. The first as the experimental class which received the special treatment that is appliying summary ball technique. The second group as control group which not received any treatment. Both class gave a pre test and post test, but the treatment is only experimental class that gave. The designs as follows:

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[20]Yoges Khumar Shingh,*Fundamental Of Research Methodology And Statistics,* (New Age International Publisher: New Delhi, 2006),77

[21] C. R. Kothari, Research Methodology: Methods and Techniques, (New Age International Publisher: New Delhi, 2004), 42

[22] John W Creswel, *Research Design,* (SAGE Publication: London,2014)p.219

Table 3.1
The Research Design of Quasi Experiment Pretest and Posttest with
Control Group Design

	Pre Test	Treatment	Post Test
Group A (Experimental Class)	O	X	O
Group B (Control Class)	O	-	O

Based on the design above, the writer knew about how far using summary ball technique in learning English especially on students' speaking ability in experimental group which gave the teatment. The treatment gave in three times to the students who become experimental group in three different lesson plans by the summary ball.

Further more, the researcher compared the control group, is there any differencess between experimental group that used summary ball technique in learning English and the control group that not used the summary ball technique? This research intended to investigate whether there is any positive inlfuence of the summary ball technique on the students' speaking achievement.

B. Population, Sample, and Sampling Technique

1. Population

Such as Timothy C. Urdan explains that population is an individual or group that represents all the members of a certain group or category of

interest.[23] The population in this research is the students at the tenth grade of Accounting Department of SMKN 1 Terbanggi Besar Lampung Tengah academic year 2018/2019.

2. Sample

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.[24]The sample of this research was the two classes of the tenth grade students of Accounting Department of SMKN 1 Terbanggi Besar Lampung Tengah. The writer took two classes, class A as the experimental group consist of 20 students and class B as the control group which of 20 students.

3. Sampling Technique

A sampling frame is a systematic process to determine the elements from which to sample (i.e., who will be in your final sample from the population).[25] The writer used the cluster random sampling to choose the sample of this research. In Cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.[26]

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[23] Thimoty C. Urdan, *Statistici in Plain English*, (Routledge Taylor and Francis Group: New York, 2010),1

[24] Jack E. Fraengkel and Norman E. Wallen, *Design and Evaluate Research and Education,* (MC Graw Hill Companies: New York, 2009)p.105

[25] James Schreiber and Kimberly Asner Self, *Educational Research,* (John Wiley and Sons, INC: New York,2008),p.83

[26] Yoges Khumar Shingh,*Fundamental Of Research Methodology And Statistics,89*

Here were the steps to choose the sample by using cluster random sampling:

a. Firstly, the name of the class were wrote in the picece of small paper (X AK1, X AK2, X AK3)

b. Then, the papers were rolled and put in to a box.

c. Next, the box were shaken until one of the rolled paper out of the box.

d. After that, the researcher took two of rolled paper, the first paper is experimental group and the second paper is control group.

Based on the process above, there were two calsses as the sample of this research, there were X AK1 and X AK2 with 20 students as the sample to observe by used cluster random sampling.

C. The Operational Definition of Variables

Operational definition is the definition which based on the characteristic of the thing that will be defined. Meanwhile, variable known as the data that we are collecting from these units are known. Variables are any characteristic of the unit we are interested in and want to collect (e.g. gender, age, self-esteem).[27]

Based on the quotation above, the operational definitions of variable would be explain as follows :

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[27] Daniel Muijs, *Doing Quantitative Research,*(Routledge Taylor and Francis Group: New York, 2010)8

1. **Independent Variable**

The independent variable which is a stimulus variable or input operates either within a person or within environment to affect his behaviour. It is that factor which is measured, manipulated. or selected by the experimenter to determine its relationship to an observed phenomena.[28]

Independent variable of this research was appliying the summary ball technique. As the written before, summary ball is the technique in English learning that combine sport activity in learning process. Here, the students to be an active student that stated anything about the material given if they catch the ball. Every student have to catch the ball, state any fact, and toss the ball to the other students who not catch the ball yet. This technique encouraged the students to speak up in the classroom. Then, the students encouraged to understand about the material given because they can not stated a fact that have stated by the other friends. The student that catched the ball just has three second to state a fact, so there was no space to think slowly or to speak slowly. The student who can not state any fact, they have to out of the game.

Morever, based on the explanation above that were indicators of the influence of summary ball technique as follow:

a. The students are able to speak English fluently

b. The students who are catch the ball able to speak an utterance

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[28] Yoges Khumar Shingh,*Fundamental Of Research Methodology,* 63

c. The students are confidance to state an utterance

2. Dependent Variable

The dependent variable is response variable or output. It is an observed aspect of the behaviour of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of theindependent variables.[29] The dependent variable of this research is speaking ability. The writer will measure speaking ability of the student by using a test.

Morever, based on the explanation above there were indicators of the influence of summary ball technique as follow:

a. The students are able to express their accent by using English

b. The students are able to spaek English grammatically

c. The students are able to speak English by using proper vocabularies

d. The students are able to sepak English fluently

D. Data Collection Method

In this reasearch, the researcher used some method as data collection, as follow:

1. Test

According to Yoghes Khumar, in educational research achievement test are most commonly used.[30]The writer used test as the data colecction method to measure the applying the summary ball

[29] Ibid
[30]*Ibid*, 209

technique in students' speaking ability. The writer measured the speaking ability by used pre test and post test.

a. Pre test

The researcher used pre test to know the students' speaking ability when answer the question of speaking test that doing orally.

b. Post test

The researcher used post test after analyzing the weakness and the strength of the students in pre test. Before the students were given post test, the teacher ask the student thier difficulties when answering the question in pre test. Then, the teacher explained it briefly and called one students who understand to help the other friends understand the test. If the teacher think that all the student are understand about the material, the teacher give post test to know the influence of using summary ball technique on the students' speaking ability.

2. Documentation

The next instrument used to be a data is documentation. The writer used the documentation as to get detail information about students, conditions of the teacher, and also about the organization structure of SMKN 1 Terbanggi Besar.

E. Research Instrument

Daniel Muijs state that instrument is used to assess the effect of the experiment (e.g. a test) before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given.[31]

Furthermore, the research instrument data by used the test, the test concists of pre-test and post-test. The experimental group or control group were got oral test in pre-test or post-test. The instruments of this research involves:

1. Instrument which used in documentation method is documentation guidance as follows:

    a. Document about the history of SMKN 1 Terbanggi Besar

    b. Document about the condition of bulding

    c. Document about the condition of teachers and officials employees

    d. Document about the organization structure of SMKN 1 Terbanggi Besar

2. The instrument which used for oral test, those are:

    a. What is your parents' job? Please describe anything related to your parents' job!

    b. If possible, you can imagine that you are a have a job and describes anything related about it. If you feel confuse, you can choose one of a job written.

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[31] Daniel Muijs, *Doing Quantitative esearch,* 8

c. What is your hobby? Please describe anything related about your

hobby!

d. If possible, you can choose a topic about hobby written.

Then, the test used the analytic criteria, those are:

Factors	Score	Descriptions
A C C E N T	1	Pronunciation frequently unintelligible.
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked 'foreign accent' and occasional mispronunciations that do not interfere with understanding.
	5	No conspicuous mispronunciations, but would not be taken for a native speaker.
	6	Native pronunciation, with no trace of 'foreign accent'
G R A M M A R	1	Grammar almost entirely inappropriate or inaccurate, except in stock phrases..
	2	Constant errors showing control of very few conversational microskills or major patterns, and frequently preventing communication.
	3	Frequent errors showing inappropriate use of some conversational micro skills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.
	4	Occasional errors showing imperfect control of some conversation microskills or some patterns, but no weakness that causes misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during the conversation
V O C A B U	1	Vocabulary limited to minimum courtesy requirements.
	2	Vocabulary limited to basic personal areas and very familiar topics (autobiographic information, personal experiences, etc.).
	3	Choice of words sometimes inaccurate, limitations

L A R Y		of vocabulary prevent discussion of some common familiar topics.
	4	Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
	5	Vocabulary broad, precise and adequate to cope with complex practical problems and varied topics of general interest (current events, as well as work, family, time, food, transportation
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
F L U E N C Y	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.
	6	Speech on all general topics as effortless and smooth as a native speakers'
C O M P R E H E N S I O N	1	Understands too little to respond to conversation initiations or topic nominations.
	2	Understands only slow, very simple speech on topics of general interest; requires constant repetition and rephrasing.
	3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
	4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
	5	Understands everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.
	6	Understands everything in informal and colloquial speech to be expected of an educated native speaker

Based of the explanation above, to measure of speaking ability of the students, the researcher use oral test which have category above. The highest score is 100 and the lowest score is 0.

F. Data Analysis Technique

As Marczyk, Geoffrey R. assume that T-tests are used to test mean differences between two groups. In general, they require a single dichotomous independent variable (e.g., an experi- mental and a control group) and a single continuous dependent variable.[32]

To investigate whether any positive and significance influence of appliying the summary ball technique on the students' speaking ability of the tenth grade of SMKN 1 Terbanggi Besar Lampung Tengah, the writer analyses the data by usedindependent sample t-test from SPSS 16 version.

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[32] Marczyk, Geoffrey R.,*Essentials Of Research Design And Methodology*, (John Wiley And Sons Inc: New Jersey,2005),221

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of The Research

1. The Description of Research Location

a. The History of SMKN 1 Terbanggi Besar Central Lampung

SMKN 1 Terbanggi besar is one of vocational school located on Terbanggi Besar Central Lampung. This school was estlabished on April 1st 1974. The first name of this school is SMEA N Transad Poncowati. After several years, the name of this school changed to be SMEA N Poncowati. In 1994, this school changed be SMKN 1 Terbanggi besar.

This school as some majority, those are Accounting, Office Administration, Marketing, Banking, and the newest majority Telecomunication. From 1974 up to now, SMKN 1 Terbanggi Besar been lead by the following headmasters:

1) Period I (1974-1975) Drs. Fx. Waluyo

2) Period II (1975-1979) Tabrani, BA

3) Period III (1980-1988) Sarjono, BA

4) Period IV (1989-1995) Drs Tukidi

5) Period V (1994-1999) Drs. Sajito

6) Period VI (1999-2005) Supriyono, MM

7) Period VII (2005-2010) Drs. Slamet

8) Period VIII (2010-2013) Edy Chistanto, MM

9) Period IX (2013-2016) Drs. Puguh Purwanto

10) Period X (2016-2017) Drs. Sukuni

11) Period XI (2017-Now) Drs. Haryadi Ibrahim

b.   The condition of building

SMKN 1 Terbanggi Besar has infrastucutre to support its teaching learning process, including extraculiculer activities. SMKN 1 Terbanggi Besar has following buildings:

Table 4.1
List of Buildings in SMKN 1Terbanggi Besar

No	Name of Building	Total
1	Classroom	25 room
2	Principal room	1 room
3	Teacher room	1 room
4	Staff room	1 room
5	Guidance and counseling room	1 room
6	Mosque	1 room
7	School medical room	1 room
8	Bathroom	14 room
9	Labolatory	4 room
10	Canteen	1 room
11	Parking area	3 room
12	Sport field	3 room

c.   The Condition of Teachers and Official Employees

The numbers of teachers and official employees in SMKN 1 Terbanggi Besar can be identified as follows:

Table 4.2
The Data of The Teachers and Official Employees in SMKN 1 Terbanggi Besar

Male	Female	Total
29	43	72

d. The Organization Structure of SMKN 1 Terbanggi Besar Central Lampung

The personel of the organization in SMKN 1 Terbanggi Besar are:

School Comittee	Headmaster
Quality Management	Head of Administration

Vice of Curiculum	Vice of Students	Computer	Human Resources Department

| Vice of Infrastructure | | Aplication Management | |

Librarian

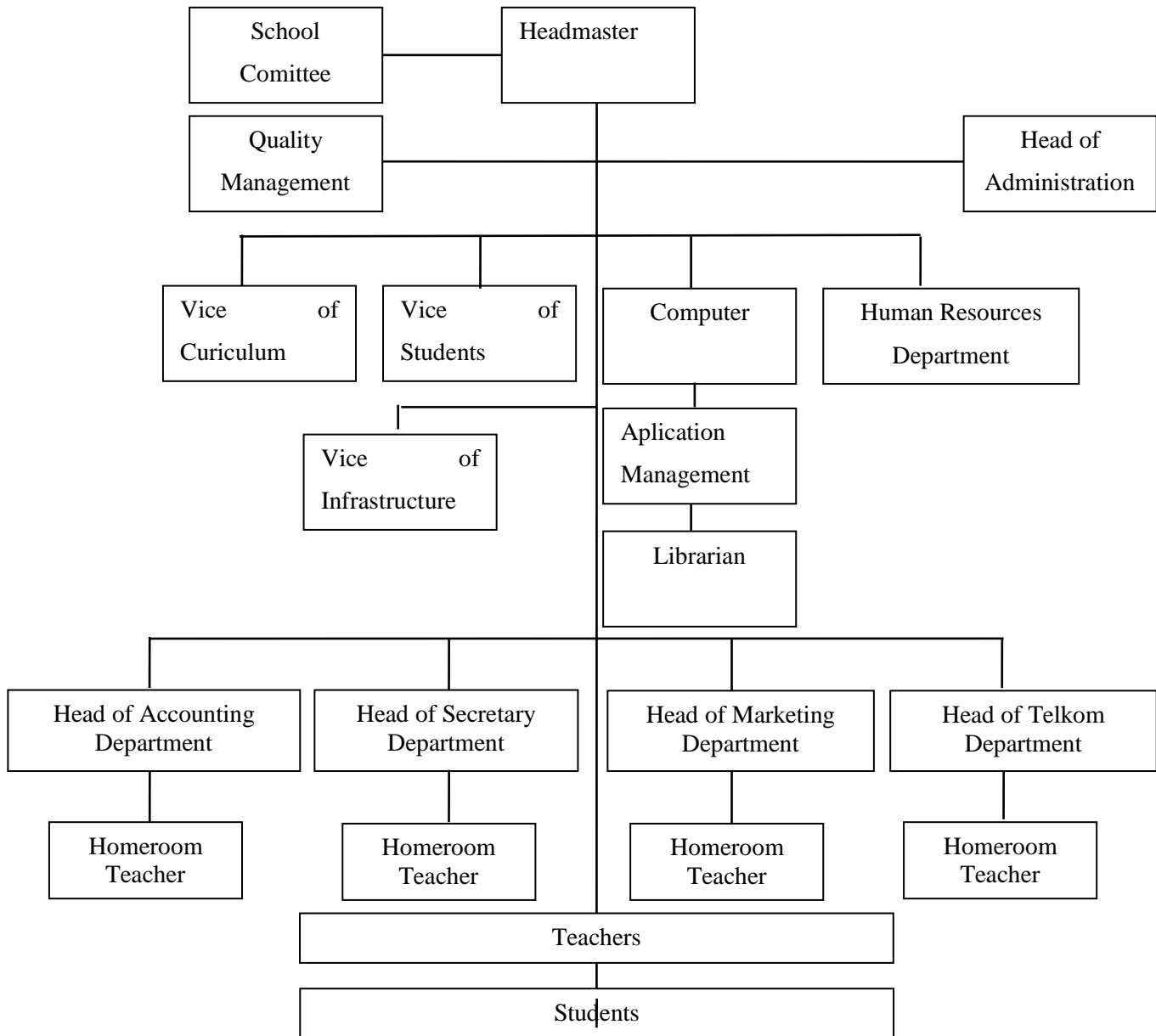| Head of Accounting Department	Head of Secretary Department	Head of Marketing Department	Head of Telkom Department
Homeroom Teacher	Homeroom Teacher	Homeroom Teacher	Homeroom Teacher

Teachers

Students

Figure 4.1
The Organization Structure of SMKN 1 Terbanggi Besar

2. Description of Research Data

a. The Result of Pre-Test Score

The researcher used pre-test to measure the students speaking ability before giving the treatment. The researcher conducted pre-test in experimental class on August 12nd, 2019 and pre-test of control class in August 16th, 2019 in order to find out the initial different between the class who similar level. the form of pre-test that was used in this research was spoken test. The result of pre-test can be identified as follows:

Table 4.3
The Result of Pre Test in Experimental Class

No	Students Speaking Score	Frequency
1	49 – 52	1
2	45 – 48	5
3	41 – 44	3
4	37 – 40	7
5	33 – 36	4
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 12nd, 2019

Table 4.4
The Result of Pre Test in Control Class

No	Students Speaking Score	Frequency
1	49 – 52	1
2	45 – 48	2
3	41 – 44	6
4	37 – 40	9
5	33 – 36	2
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 16th, 2019

Based on the table above, it can be inferred that the test is followed by 40 students. There are 20 students placed on experiment class and 20 students placed on control class. The highest score of pre test is 52 and the lowest score is 33. The students' speaking achievment still poor because the score was low.

Table 4.5
The Result of Statistic Analyses of Pre Test Score

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	20	33	50	40.85	5.528
Pre-Test Control	20	33	50	40.50	4.583
Valid N (listwise)	20				

The result table above demonstrate that the students who follow the pre-test are 40 students consist of 20 students in experiment class and 20 students in control class. The minumin score of experimental class is 33 and the maximum score is 50. Mean score of the pretest in experimental class is 40,85. Then, the minimum score of control class is 33 and the maximum score is 50. Mean score of pre test in control class is 40,50.

b. The Result of Post Test

After analyzing the weakness and students' need, the researcher conducted the treatment in experimental class to help them be usual speaking in English.

Than, after the students have been given the treatment, the researcher gave the post test to measure their ability in speaking English. The post test of experimental class carried out on August 12nd, 2019 and August 16th, 2019 post-test of control class in order to intend the students' speaking ability after treatment. The result of post test can be showed as follows:

Table 4.6
The Result of Post Test of Experimental Class

No	Speaking Score	Frequency
1	70-74	6
2	65-69	4
3	60-64	5
4	55-59	1
5	50-54	4
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 12nd, 2019

Based on the table above can be infered that the post test in experimental class was followed by 20 students. This result is the speaking score after the class got a treatment. There were 6 students who get the score about 70-74, it is better result than pre test.

Table 4.7
The Result of Post Test of Control Class

No	Speaking Score	Frequency
1	54-60	1
2	48-53	4
3	42-47	3
4	36-41	7
5	30-35	5
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 16th, 2019

Based on the table above, can be infered that the post test in control class was followed by 20 students. There is a student who get the score about 54-60. The highest score was 60 and the lowest score is 30.

Table 4.8
The Result of Post Test Placed on Descriptive Statistics Table

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimen	20	50	73	63.75	7.725
Post-Test Control	20	30	60	41.30	8.682
Valid N (listwise)	20				

Source: The Result of Students' Speaking Achievment conducted on September 9th and September 13rd, 2019

Then, based on the table above, it could be inferred that the post test was followed by 40 students, consist of 20 students in experimental class and 20 students in control class. In addition, the minimumm score in experimental class was 50 and the maximum score was 73. Than, the mean score was 63,75 and the standard deviation of the data in experimental class was 7,725.

Furthermore, the minimum score in control class was 30 and the maximum score was 60. Than, the mean score was 41,30 and the standart deviation of the data in control class was 8,682. It can be infered that the experimental class who got the treatment has better speaking score than control class which not got any treatment. However, the resarcher would proved it by analysed the data to get the acurate result.

B. The Influence of Using Summary Ball Technique on The Students' Speaking Ability of The Tenth Grade at SMKN 1 Terbanggi Besar Central Lampung

After the researcher applied a series of technique in teaching English by using Summary Ball Technique, the researcher analyzed the data by using SPSS aplication in order to prove whether there is a positive and significant influence of using Summary Ball Technique on the students' speaking ability of the tenth grade at SMKN 1 Terbanggi Besar.

It would be, (Ho) rejected if there was no positive and significant influence of using Summary Ball Technique on the students' speaking ability and (Ha) accepted if there was a positive and significant influence of using Summary Ball Technique on the students' speaking ability

1. **Prerequisite Test**

   a. Normality Test

   Normality test is a test that conducted to determine whether the dsitribution of the data is normal or not. Normality test is used to determine data that has been collected is normaly distributed or taken from a normal population. The researcher using SPSS aplication to investigate whether the data distributed normaly or not.

   The hypothesis formulas of the test were:

   Ho: The data that has been collected is abnormally distributed.

   Ha: The data that has been collected is normally distributed.

The criteria of acceptance or rejection of the hypothesis for normality test were:

Ho is accepted if Sig.(P.value) $\geq \alpha = 0,05$

Ha is accepted if Sig. (P.value) $< \alpha = 0,05$

Table 4.9
The Result of Normality Test by Using Spss

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	CLASS	Statistic	df	Sig.	Statistic	df	Sig.
Students Speaking Achievment	Post Test Experiment Class	.163	20	.171	.907	20	.056
	Post Test Control Class	.190	20	.057	.919	20	.097

Based on the table can be identified that:

1) Normality test of post test in control class sig = 0,97 > 0,05, so Ha is accepted and Ho is rejected. It means that the data which has been collected was distributed normally.

2) Normality test of post test in experimental class sig = 0,056 > 0,05, so Ha is accepted and Ho is rejected. It means that the data which has been collected was distributed normally.

b. Homogenity Test

Homogenity test is a test that used to know whether a variance of two or more data is equal or not. In order to get the data of homogenity test the researcher used SPSS aplication.

The hypothesis formulas of the test were:

Ha: The data that has been collected is homogenous

Ho: The data that has been collected is not homogenous

The criteria of acceptance or rejection of the hypothesis for homogenity test were:

Ho is accepted if Sig.(P.value) $\geq \alpha = 0,05$

Ha is accepted if Sig. (P.value) $< \alpha = 0,05$

Table 4.10
Test of Homogenity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Speaking Achievement	Based on Mean	.207	1	38	.652
	Based on Median	.049	1	38	.825
	Based on Median and with adjusted df	.049	1	33.863	.826
	Based on trimmed mean	.149	1	38	.702

Based on the table above, it can be conlcude that Based on Mean sig is 0,652 > 0,05. So Ha is accepted. It means that the variance of the data is homogenous.

2. Hypothesis Testing

Hypothesis testing is a test to investigate whether there was a significant influence or not of variable X to variable Y. Based on the test of normality test and homogenity test, it can be identified that the data which has been collected is distributed normally and homogenous. Thus, the hypothesis testing by used independent sample t-test.

The base of decision making:

1) If the value of Sig.(2-tailed) > 0,05 Ho is accepted and Ha is

   rejected.

2) If the value of Sig.(2-tailed) < 0,05 Ho is rejected and Ha is
   accepted.

Table 4.11
The Result of Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Speaking Achievement	Equal variances assumed	.207	.652	8.639	38	.000	22.450	2.599	17.189	27.711
	Equal variances not assumed			8.639	37.493	.000	22.450	2.599	17.187	27.713

Based on the table above it can be seen that sig.(2-tailed) was

0,000 < 0,05. It can be inferred that the alternative hypothesis (Ha) is

accepted and null hypothesis is rejected. It means there is a positive

and significant influence of using Summary Ball Technique on the

students' speaking ability of the tenth grade at SMKN 1 Terbanggi

Besar.

C. **Discussion**

This research observed the students at the tenth grade of SMKN 1 Terbanggi Besar. Based on the data prasurvey showed that many students who cannot speak English fluently. It was caused many factors, such as less in vocabulary, not usual used English in a dialy life, some of them be shy if used English and then the other friends laugh thier fault, and etc.

Before conducting the research, the researcher gave the pre test in order to find out the basic performance of the students before the treatment given. The result showed that the highest score in experimental class was 50 and the lowest score was 33 by mean score was 40,85. Thus, the highest score in control class was 50 and the lowest score was 33 by the mean score was 40,50.

The researcher applied the treatment only in experimental class. After finish the treatment, the researcher conducted a post test that follow by experimental class and control class. The post-test result of experimental class that the highest score was 73 and the lowest score was 50 by the mean score was 63,75. Thus, the result of control class that the highest score was 60 and the lowest score was 30 by the mean score was 41,30.

Then, the result of data analyse by using independent sample t-test was sig.(2-tailed) was 0,000 < 0,05. It can be inferred that null hypothesis (Ho) is rejected than the alternative hypothesis (Ha) is accepted. It means there is a positive and significant influence of using Summary Ball Technique on the students' speaking ability of the tenth grade at SMKN 1 Terbanggi Besar.

Then, Rick Wormeli assume that summary ball used "to review the material, throw a large beach ball (the Summary Ball) into the classroom and let students toss it around. Each time someone catches the ball, he must call out one fact from the lesson."[33]

Furthermore, Persida Himele defines that the beach ball represents the question. With the beach ball scenario, the teacher asks a question in a traditional Q&A format. One students responds (he catches the beach ball and tosses it back).[34] It can be means that this technique ask the student who catches the ball to state any fact or answer the teachers' question related to the material given.

In the other hand, Rick Wormeli assume that summary ball technique incorporates actual projectiles. If the classroom contains a lot of student projects, a lot of decoration hanging from the ceiling, or a lot of acquariums or terrariums, better to skip this one.[35] In this case, this technique not suitable for the classroom that has narrow space because the activity of doing this technique is very active so it needs a large space to do this technique. In the other explanation, Evan Ortlieb and Eart H. Cheeck Jr. defines that summary ball used a beach ball or stripes colored ball and students toss it to one another and answer the question by students who catch the ball.[36]

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[33]Rick Wormeli Et Al., *Meet Me In The Middle: Becoming An Accomplished Middle-Level Teacher* (Portland: Stenhouse Publisher,2001),46

[34] Persida Himmele Et Al., *Total Literacy Techniques: Tools To Help Analyze Literature And Infromational Texts* (Alexandria: Ascd, 2014),100

[35] Rick Wormeli, *Summarization In Any Subject: 50 Techniques To Improve Students Learning* (Alexandria: Ascd, 2005),158

[36] Evan Ortlieb and Eart H. Check Jr, *Advance Literacy Practice from The Clinic to The Classroom*, (emerald Group Publishing Limited: Bingley, 2013)p.56

Based on the theory above , summary ball techniques is a tecniques that combine the sport activity with the learning process in the classroom by using a beach ball. This technique give the students the opprtunity to state any fact orally and ask to speak directly based on their understanding of the material. This technique also give the student a new experience beacuse they learn English with include some sport activity then the students can not be bored or feel sleepy in the learning process. In the other hand, this technique actually was used to review the material have given by using a large ball and student will ask to do jump ball or toss it around.

The reasercher proved that using Summary Ball Technique can encourage the students to speakng English. It was caused in Summary Ball Technique the students asked to speak English when they were got a ball. The technique which did in many times make the students usual in speaking English. They were encouraged to found a new vocabulary base on the topic which they get.

Based on the discussion above, the researcher could take a conclusion that the students' speaking ability was lighten up after they were taught with Summary Balll Technique. It was suported of some theories and proved by hypothesis testing which is the result is null hypothesis (Ho) is rejected and (Ha) is accepted

D. Limitiation

This research was conducted among the tenth grade at SMKN 1 Terbanggi Besar. The subject of this research was the tenth graders in the academic year of 2019/2020. The subject was speaking ability by using Summary Ball Technique. The result of this research shows that Summary Ball Technique can be succesful to help the students to speak English.

Therefore, after conducting the research and getting the data test and documentation, the researcher found some limitations such as there were some difficulties on the students speaking ability. The first one was, the students were various, some the students have understood about the explanation of the teacher and some others have not understood yet. The second was the teacher seldom used English in learning process so they looked difficult when the teacher explaining the material.

Finally, the result of this research explained that theory of Summay Ball Technique on the students' speaking ability was success among the tenth grade at SMKN 1 Terbanggi Besar Central Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research which has been conducted, the researcher can conclude that using Summary Ball Technique has a positive and significance influence of students' speaking ability among the tenth grade at SMKN 1 Terbanggi Besar. On the other hand, using Summary Ball Technique could influence the students' speaking ability among the tenth grade at SMKN 1 Terbanggi Besar.

Through the result, it was found that there were significant differences between the students' speaking score in the experimental class that was higher than the students in control class. It means, there was a positive and significant influence of using Summary Ball Technique on the students' speaking ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions:

3. For the teacher

    It is suggested to the teacher to use Summary Ball Technique in teaching learning process in order to make the students more active and they encourage to speaking English.

4. For the students

It is suggested to the students to be active and interest in learning process so that they can understand the material in English class.

5. For the headmaster

The headmaster is supposed to give more facilities to the students so that the studnets can be interests in English learning.

APPENDICES

Nomor : B-3594/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMKN 1 TERBANGGI BESAR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya, Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **AYU WULANSARI**
NPM : 1501070156
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR

untuk melakukan *pra-survey* di SMKN 1 TERBANGGI BESAR.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 12 November 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor : 421.5/228/PL/V.01/SMK.1/2018   29 November 2018
Lamp. : -
Hal   : Balasan Izin Pra-Survey

Kepada

Yth.   : KETUA JURUSAN TADRIS BAHASA INGGRIS

    di -

        Metro

Dengan hormat,

Menindak lanjuti surat No. B-3594/In.28.1/J/TL.00/11/2018 tertanggal 12 November 2018 perihal Izin Pra-Survey di SMK Negeri 1 Terbanggi Besar, atas nama Mahasiswa di bawah ini :

Nama   : **AYU WULANSARI**
NPM   : 1501070156
Semester : VII (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Pendidikan Bahasa Inggris

Dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan Pra-Survey di SMK Negeri 1 Terbanggi Besar, dengan judul tugas akhir "THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR".

Demikian surat balasan ini dibuat, dan diucapkan terima kasih.

                                        Kepala Sekolah,

                                        Drs. SUKUNI
                                        NIP. 19610318 198803 1 001

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

Nama : Ayu Wulansari   Jurusan : TBI
NPM : 1501070156   Semester : VII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 7 Januari 2019		✓	Revise chapter 1	
	Jumat, 11 Januari 2019		✓	Acc Chapter I Continue to the next chapter	
	Rabu 6/3/19		✓	complete new chapter	
	Jumat, 22 Maret 2019		✓	Revise chapter III	
	Rabu, 27 Maret 2019		✓	27/3 Acc Proposal	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Dosen Pembimbing II

Andianto, M.Pd
NIP. 198711022015031004

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

Nama : Ayu Wulansari
NPM : 1501070156

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 2/4 '19	✓		Revise chapter 1, II, III	Ayu
2.	Selasa 5/4 - 19	✓		- Revision is Ok - Acc for seminar	Ayu

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ayu Wulansari   Jurusan : TBI
NPM : 1501070156   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa, 21/5 19			Revise Reserve instrumen suitable with the real Condition !	
	28/5			Ready to do Research/ Treatmen. 22/5	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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Nama : Ayu Wulansari   Jurusan : TBI
NPM : 1501070156   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 23/19	✓		Acc for research instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

Nomor   : B-1702/In.28/D.1/TL.00/05/2019

Lampiran : -

Perihal   : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SMKN 1 TERBANGGI

BESAR

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1701/In.28/D.1/TL.01/05/2019, tanggal 24 Mei 2019 atas nama saudara:

Nama	:	**AYU WULANSARI**
NPM	:	1501070156
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMKN 1 TERBANGGI BESAR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 24 Mei 2019

Wakil Dekan I,

Dra. Isti Fatonah MA

NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-1701/In.28/D.1/TL.01/05/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**AYU WULANSARI**
NPM	:	1501070156
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMKN 1 TERBANGGI BESAR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING SUMMARY BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY OF THE TENTH GRADE AT SMKN 1 TERBANGGI BESAR CENTRAL LAMPUNG".

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 : 24 Mei 2019

Mengetahui,
Pejabat Setempat

RAHIM, S.Pd, M.Pd
NIP. 04 12 19 9003 1013

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : 421.5/374/PL/V.01/SMK.1/2019   02 September 2019
Lamp. : -
Hal   : *Balasan Izin Research*

Kepada
Yth.   : WAKIL DEKAN I
            FAKULTAS TARBIYAH DAN ILMU KEGURUAN
            INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
            di -
               Metro

Dengan hormat,

Menindak lanjuti surat   No. B-1702/In.28/TL.00/05/2019 tertanggal 24 Mei 2019 perihal Izin
Research di SMK Negeri 1 Terbanggi Besar, atas nama Mahasiswa di bawah ini :

Nama   : AYU WULANSARI
NPM   : 1501070156
Semester   : VIII (Delapan)
Jurusan   : Pendidikan Bahasa Inggris

Dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan Reseach
di SMK Negeri 1 Terbanggi Besar, dengan judul Skripsi "THE INFLUENCE OF USING SUMMARY
BALL TECHNIQUE ON THE STUDENTS SPEAKING ABILITY OF THE TENTH GRADE AT SMKN
1 TERBANGGI BESAR CENTRAL LAMPUNG".

Demikian surat balasan ini dibuat, dan diucapkan terima kasih.

Kepala Sekolah,

HARIYADI BRAHIM, S.Pd., M.MPd.
NIP. 19650412 199003 1 013

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

Nama : Ayu Wulansari   Jurusan : TBI
NPM : 1501070156   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	30/9		✓	Revise Chapter IV	✓
	2/10		✓	Revise Normality : Result of work	✓
				Rvrs your Precise	
	7/10		✓	Revese alle error num	✓
				Acc examine	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

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

Nama : Ayu Wulansari   Jurusan : TBI
NPM : 1501070156   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21/10 - 19	✓		-Chapter I → Revise as be consistent ! - table of contents, bibliography, originality etc → complete it	
2.	24/10 - 19	✓		Chapter I → Enrich the theory SB techique & elaborate -Chapter IV & smelling in answer to question	
3	29/10 - 19	✓		- Revision is ok - ACC for munaqosah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-828/In.28/S/OT.01/10/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: AYU WULANSARI	
NPM	: 1501070156	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070156.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Oktober 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ayu Wulansari

NPM : 150107056

Fakultas : FTIK

Angkatan :

Telah menyerahkan buku berjudul : Language and learning Philosophy of Language in the Hellenistic Age

Metro, 23 Oktober 2019

Ketua Jurusan TBI

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

Appendix 10. The Condition of Bulidings

THE CONDITION OF BUILDING

SMKN 1 Terbanggi Besar has infrastucutre to support its teaching learning process, including extraculiculer activities. SMKN 1 Terbanggi Besar has following buildings:

List of Buildings in SMKN 1Terbanggi Besar

No	Name of Building	Total
1	Classroom	25 room
2	Principal room	1 room
3	Teacher room	1 room
4	Staff room	1 room
5	Guidance and counseling room	1 room
6	Mosque	1 room
7	School medical room	1 room
8	Bathroom	14 room
9	Labolatory	4 room
10	Canteen	1 room
11	Parking area	3 room
12	Sport field	3 field

Appendix 11. The Test of Pre Test

SPEAKING TEST

PRE TEST

CLASS/SEMESTER : X AK/1

MATERIAL   : Introducing oneself, family relationship, hobbies, and jobs

INDICATORS   :

1. Act out one of these situation
2. Please tell about your self or others based on these situation at least 3 minutes each students.
3. You can tell about your jobs or your hobbies
4. You can start your performance by introducing your self

A. What is your parent's job? Please describe anything related to your parent's job!

B. If possible, you can imagine that you are a have a job and describes anything related about it. If you feel confuse, you can choose one of a job above:

1. Trader	7. Police
2. Beautician	8. Farmer
3. Doctor	9. Army
4. Driver	10. Accounting staff
5. Teacher	11. Banker
6. Bussinesman	12. Pilot

C. What is your hobby? Please describe anything related about your hobby!

D. If possible, you can choose a topic about hobby above:

1. Writing	7. Playing a football
2. Reading	8. Singing
3. Cooking	9. Watching a movie
4. Traveling	10. Listening to the music
5. Fishing	11. Dancing
6. Sport	12. Photography

Appendix 12. The Test of Post Test

SPEAKING TEST
POST TEST

CLASS/SEMESTER : X AK/1

MATERIAL   : Introducing oneself, family relationship, hobbies, and jobs

INDICATORS   :

5. Act out one of these situation

6. Please tell about your self or others based on these situation at least 3 minutes each students.

7. You can tell about your jobs or your hobbies

8. You can start your performance by introducing your self

E. What is your parent's job? Please describe anything related to your parent's job!

F. If possible, you can imagine that you are a have a job and describes anything related about it. If you feel confuse, you can choose one of a job above:

1. Teacher	7. Police
2. Trader	8. Beautician
3. Doctor	9. Nurse
4. Farmer	10. Bussinesman
5. Accounting staff	11. Banker
6. Driver	12. Dentist

G. What is your hobby? Please describe anything related about your hobby!

H. If possible, you can choose a topic about hobby above:

1. Writing	7. Playing a football
2. Reading	8. Singing
3. Cooking	9. Watching a movie
4. Traveling	10. Listening to the music
5. Fishing	11. Dancing
6. Sport	12. Photography

Appendix 13. Score List of Pre Tets

The Result of Students Speaking Achievement of Pre Test in

Experimental Class

No	The Students Name ID	Score
1	AAM	40
2	AS	50
3	ASPS	40
4	ADP	47
5	CAF	40
6	DA	47
7	DVS	43
8	DA	47
9	DSN	37
10	ES	37
11	FA	43
12	HF	47
13	ID	33
14	K	37
15	MDS	33
16	MS	33
17	NOA	47
18	NESA	40
19	NGA	33
20	P	43
The Highest Score		
The Lowest Score		
Mean Score		

Source:The result of pre-test on the students' speaking ability conducted on August 16ᵗʰ, 2019

Note:

1. Interval (Pre-test)

    K = 1 + 3,3 log n

    K = 1 + 3,3 log n 20

    K = 1 + 3,3 x 1,3

    K = 1 + 4,29

    K = 5,29

K = 5

R = the highest score – the lowest score

R = 50-33

R = 17

$$I = \frac{R}{K}$$

$$I = \frac{17}{5}$$

I = 3,4

I = 4

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Frequency Dsitribution of Students Score of Pre Test in

Experimental Class

No	Students Speaking Score	Frequency
1	49 – 52	1
2	45 – 48	5
3	41 – 44	3
4	37 – 40	7
5	33 – 36	4
Total		**20**

The Result of Students Speaking Achievment on Pre Test of Control Class

No	The Students Name ID	Score
1	ABT	37
2	AG	40
3	AK	33
4	AM	40
5	BAT	37
6	DA	33
7	DHG	43
8	DJK	37
9	DLS	43
10	ER	43
11	EY	40
12	FES	43
13	IDN	37
14	ILM	37
15	ID	43
16	MBS	37
17	MA	50
18	NUS	43
19	NAR	47
20	PDL	47
The Highest Score		
The Lowest Score		
Mean Score		

Note:

2. Interval (Pre-test)

K = 1 + 3,3 log n

K = 1 + 3,3 log n 20

K = 1 + 3,3 x 1,3

K = 1 + 4,29

K = 5,29

K = 5

R = the highest score – the lowest score

R = 50-33

R = 17

$$I = \frac{R}{K}$$

$$I = \frac{17}{5}$$

I = 3,4

I = 4

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Table 7

The Result of Pre Test in Control Class

No	Students Speaking Score	Frequency
1	49 – 52	1
2	45 – 48	2
3	41 – 44	6
4	37 – 40	9
5	33 – 36	2
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 16th, 2019

Table 8

The Result of Statistic Analyses of Pre Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimen	20	33	50	40.85	5.528
Pre-Test Control	20	33	50	40.50	4.583
Valid N (listwise)	20				

The result table above demonstrate that the students who follow the pre-test are 40 students consist of 20 students in experiment class and 20 students in control class. The minumin score of experimental class is 33 and the maximum score is 50. Mean score of the pretest in experimental class is 40,85. Then, the minimum score of control class is 33 and the maximum score is 50. Mean score of pre test in control class is 40,50.

Appendix 14. Score List of Post Test

The Result of Students Speaking Achievment on Post Test of
Experimental Class

No	The Students Name ID	Score
1	AAM	53
2	AS	67
3	ASPS	73
4	ADP	60
5	CAF	57
6	DA	67
7	DVS	73
8	DA	60
9	DSN	63
10	ES	53
11	FA	67
12	HF	73
13	ID	63
14	K	50
15	MDS	73
16	MS	53
17	NOA	67
18	NESA	70
19	NGA	60
20	P	73
The Highest Score		
The Lowest Score		
Mean Score		

Note:

3. Interval (Pre-test)

K = 1 + 3,3 log n

K = 1 + 3,3 log n 20

K = 1 + 3,3 x 1,3

K = 1 + 4,29

K = 5,29

K = 5

R = the highest score – the lowest score

R = 73-50

R = 23

$$I = \frac{R}{K}$$

$$I = \frac{23}{5}$$

I = 4,6

I = 5

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Table 9

The Result of Post Test of Experimental Class

No	Speaking Score	Frequency
1	70-74	6
2	65-69	4
3	60-64	5
4	55-59	1
5	50-54	4
Total		**20**

Source: The Result of Students Speaking Achievment conducted on August 12nd, 2019

The Result of Students Speaking Achievment on Pre Test of Control Class

No	The Students Name ID	Score
1	ABT	30
2	AG	33
3	AK	33
4	AM	43
5	BAT	40
6	DA	37
7	DHG	40
8	DJK	37
9	DLS	30
10	ER	47
11	EY	37
12	FES	37
13	IDN	33
14	ILM	60
15	ID	50
16	MBS	37
17	MA	43
18	NUS	53
19	NAR	53
20	PDL	53
The Highest Score		
The Lowest Score		
Mean Score		

Note:

4. Interval (Pre-test)

K = 1 + 3,3 log n

K = 1 + 3,3 log n 20

K = 1 + 3,3 x 1,3

K = 1 + 4,29

K = 5,29

K = 5

R = the highest score − the lowest score

R = 60-30

R = 30

$$I = \frac{R}{K}$$

$$I = \frac{30}{5}$$

I = 6

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Table 10

The Result of Post Test of Control Class

No	Speaking Score	Frequency
1	54-60	1
2	48-53	4
3	42-47	3
4	36-41	7
5	30-35	5
Total		**20**

Source: The Result of Students' Speaking Achievment conducted on August 16th, 2019

Table 11

The Result of Post Test Placed on Descriptive Statistics Table

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test Experimen	20	50	73	63.75	7.725
Post-Test Control	20	30	60	41.30	8.682
Valid N (listwise)	20				

Source: The Result of Students' Speaking Achievment conducted on September 9th and September 13rd, 2019

Then, based on the table above, it could be inferred that the post test was followed by 40 students, consist of 20 students in experimental class and 20 students in control class. In addition, the minimumm score in experimental class was 50 and the maximum score was 73. Than, the mean score was 63,75 and the standard deviation of the data in experimental class was 7,725.

Furthermore, the minimum score in control class was 30 and the maximum score was 60. Than, the mean score was 41,30 and the standart deviation of the data in control class was 8,682.

Appendix 15. Hypothesis Testing

PREREQUISITE TEST

1. Normality Test

Tests of Normality

	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Speaking Achievment	Pre Test Experiment Class	.167	20	.145	.913	20	.072
	Post Test Experiment Class	.163	20	.171	.907	20	.056
	Pre Test Control Class	.177	20	.099	.937	20	.210
	Post Test Control Class	.190	20	.057	.919	20	.097

2. The homogenity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Speaking Achievement	Based on Mean	.207	1	38	.652
	Based on Median	.049	1	38	.825
	Based on Median and with adjusted df	.049	1	33.863	.826
	Based on trimmed mean	.149	1	38	.702

3. Independent Sample T-Test

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Students Speaking Achievement	Post-test Experimental Class	20	63.75	7.725	1.727
	Post-test Control Class	20	41.30	8.682	1.941

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students Speaking Achievement	Equal variances assumed	.207	.652	8.639	38	.000	22.450	2.599	17.189	27.711
	Equal variances not assumed			8.639	37.493	.000	22.450	2.599	17.187	27.713

Appendix 16. Documentation of The Research

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity

2. Implementation of treatment

3. Post test activity

CURRICULUM VITAE

The writer's name is Ayu Wulansari. She was born on June 22th 1996 on Adijaya, Central Lampung. He is the first child of a happy couple, Mr Adung Widodo and Mrs Sumini. She has a younger brother named Kholid Almahdi.

In 2008, she graduated from SDN 03 Adijaya, Terbanggi Besar, Central Lampung. In 2010, she has graduated from SMPN 3 Terbanggi Besar, Central Lampung. Then, she continued his study to SMKN 1 Terbanggi Besar and graduated in 2014. In 2015, she entered S1 English Education Program of State Islamic Studies of Metro (IAIN Metro).