

THE EFFECT OF SPEAKING SKILL BY USING SNOWBALL GAMES
(A Pre-Experimental Research Design at the 8th Grade of SMPN 1 Balocci)



Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Part Fulfillment of the Requirement for the Degree of Education English Department

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MOTTO:

Be patient and enjoy every process because Allah has determined the way of everyone's life.

(Siti Nur Khaliza, 2021)

DEDICATION:

I dedicate this research to my beloved parents, who always give me true love, motivation and everything for my life. And my beloved brother and sister, who always support and give me everything. And I also dedicate it to my lecturers and friend who always help me when I need help, and finally I dedicate to myself who never gave up in completing this research. Thanks a lot, to Allah AWT.

ABSTRACT

SITI NUR KHALIZA. 2021. *The Effect of Speaking Skill by Using Snowball Games (A pre-Experimental research Design at the 8th Grade of SMPN 1 Balocci)*. A thesis from department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Consultant I Andi Tenri Ampa and Consultant II Maharida.

The main problem of this research is how is the improvement of the students' accuracy structure and accuracy vocabulary after applying snowball games in VIII D at SMPN1 Balocci.

The research used a pre-experimental research with quantitive design using snowball games to improve students' speaking skill. The research procedure includes pre-test, treatment and pos-test. The population of this research was the 8th grade of SMPN1 Balocci. Researcher used purposive sampling technique. The research instrument was a speaking test.

Based on the research result, the pre-test score in accuracy structure is (43) and the post-test score is (73), the result of the T-test value (24.149) is higher than T-table (1.761). And the pre-test score in accuracy vocabulary is (44) and the post-test score is (73), the result of T-test value (18.265) is higher than T-table (1.761).

From the result of the research data analysis concluded that using snowball games can improve speaking skill of students at SMPN 1 Balocci.

Keyword: *Snowball games, Speaking skill, Vocabulary*

ABSTRAK

SITI NUR KHALIZA. 2021. *The Effect of Speaking Skill by Using Snowball Games (A pre-Experimental research Design at the 8th Grade of SMPN 1 Balocci)*. Skripsi dari jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Konsultan I Andi Tenri Ampa dan Maharida.

Masalah utama dari penelitian ini adalah bagaimana peningkatan akurasi struktur dan akurasi kosakata siswa setelah menerapkan snowball games di kelas VIII D di SMPN 1 Balocci.

Penelitian ini menggunakan pre-experimental dengan desain kuantitatif menggunakan snowball games untuk meningkatkan keterampilan berbicara siswa. Prosedur penelitian ini meliputi pre-test, perlakuan, post-test. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 1 Balocci. Penelitian ini menggunakan teknik purposive sampling. Instrumen penelitian ini adalah tes berbicara.

Berdasarkan hasil penelitian, nilai pre-test dalam struktur akurasi adalah (43) dan nilai post-test adalah (73), dan hasil t-test (24.149) lebih tinggi dari t-table (1.761). dan hasil pre-test dalam akurasi kosakata adalah (44) dan nilai post-test adalah (73), hasil nilai t-test (18.265) lebih tinggi dari t-table (1.761).

Dari hasil analisis data penelitian disimpulkan bahwa penggunaan Snowball games dapat meningkatkan keterampilan berbicara siswa di SMPN 1 Balocci.

Kata Kunci: Snowball Games, Keterampilan Berbicara, Kosakata

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Makassar, 16 November 2021

The Researcher,


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CHAPTER I

INTRODUCTION

A. Background

English is one of the favorite subjects in some schools, but sometimes some students don't like this subject because of the situation in the class is boring. In Indonesian, English is a foreign language. Thus, it is a common problem because the students are not responsive when the teacher gives more explanation or avoid instruction with their teacher.

Learners will be enjoy if there is interaction in language learning between teacher and students in class. The interactive class is the result of mutual interaction between teachers and students, among students, group discussions and other class participation (Long & Sato in Shomoossi, 2004). Interactive class is efficient for students, because they can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly (Liu & Zhao 2010).

According Brown (2004:140) speaking is a productive skill that can be observed directly and empirically, the observation is always colored by the accuracy and effectiveness of the test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Dewi (2016) in Parmawati and Inayag (2019) states that there are several factors that make the student speaking skills to not work as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to language English in the community and environment, c)

learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English speaking to continue education or tourist visit. However, in reality it is difficult for teachers to improve their students to learn English because to inviting the students for learn English is not enough just by giving motivation, but it has nother reasons and problem like: students are shy about displaying their abilities, there are many students in the class makes it difficult for teachers to focus on teaching English, and in practice students are less interested in learning English. Because learning English is such a difficult task. So that in the end the teacher gets a big challenge to find ways and thecniques so that students can be motivated and active in learning English.

One technique that can be ued is by using games, like Snowball Throwing Games. Darusmin Delfi and Masyhur (2012), describe snowball throwing method as one modification of an interesting game that is mutually throwing snowball which contains question. By using games, the teachers can make another atmosphere or better situation in a class that will improve the students to learn. Improve student's motivation by using games in learning process will make learning better because they have some feeling that they have making improvement and games can make students fun, so it can omit their fear of learning English. (Richard, 2006).

Using games is one of the good ways to solve the students' problem. According to Ersoz (2000:22) that game can help the teacher to construct

contexts and makes the language learning become more useful and meaningful for students. It means that games especially language games are not only function as time filling activities but they also can bring some educational values that enable the students to learn the languages. So, games can make the students feel deeply involved in the lesson and also feel happy and enjoy. One of games to teaching speaking is snowball throwing games.

Based on my observation, the students may be confused about what to speak although they know the topic which has been given by their teachers. They are confused to speak their ideas about the topic. They tend to difficult to memorizing vocabulary and error grammar because they do not interest in English learning. So, based on the students' problem that they are faced, the writer wants to apply games in teaching English especially teaching speaking.

By using a new media, the writer hopes that the students will be more interested in English learning and it will be easier for them to improve their speaking skills. Based on the problems above, the writer intends to conduct a research entitled "Improving Students' Speaking Skill by Using Snowball Games". The researcher wants to change students' participation to improve their speaking skills and vocabulary aspect.

B. Problem Statement

Based on the background of the study above, two problems can be identified were as follows:

1. How is the improvement of the students' accuracy of the English stucture in speaking skills after using Snowball Games in the second grade at SMPN 1 Balocci?

2. How is the improvement of students' accuracy of the English vocabulary in speaking skills by using Snowball Games in the second grade at SMPN 1 Balocci?

3. Does the use of students' accuracy of structure and vocabulary are significant?

C. Objectives of the Research

The objective of the study were to find out the following:

1. The improvement of students' accuracy of the English structure in speaking skills after using Snowball Games in the second grade at SMPN 1 Balocci.
2. The improvement of students' accuracy of vocabulary in speaking skills by using Snowball Games in the second grade at SMPN 1 Balocci.
3. The improvement of students' accuracy of structure and vocabulary significant.

D. Significance of the Research

1. For the Teachers

The positive result of this research can support the English teacher to apply this method in teaching-learning, and the teachers can change their old method in English teaching so make the teachers more creative. As a result, the teaching and learning process more interesting, enjoy, fun and it cannot make bored and confused anymore in choosing the appropriate method for students.

2. For the Students

The positive result of this research can support the students to improve the students' speaking skills. Teaching speaking by using Snowball Throwing Game can make the students relax and enjoy in the teaching-learning process. So, the learning process easily without any difficulties and problems.

3. For the Researcher

The positive result of this research can support the researcher to enrich the method of speaking skills. The researcher knows deeply about teaching by using Snowball Throwing Game.

E. Scope of the Research

This study was only limited to the used of Snowball Games in improving students' speaking skills, especially in improving the accuracy of English structure and accuracy vocabulary aspect. The Snowball Games is a learning model that explores the potential of students in groups and the skills to make and answer questions. Improving vocabulary is one of the problems students experience in English. The subject of this study is the second grade at SMPN 1 Balocci.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

In this research, the writer takes a review the previous research which related reference as comparison. The literature review is as follow: In the research paper the writer takes one literature review or previous study that related with the writers' title in the research. The first research is (Ambarwati, 2013) This research is classroom action research. Research subjects are 36 students in class XI-3 Accounting SMK N 7 Yogyakarta. Research was conducted in two cycles. The technique used to collect data was observation. The instruments used in this research were observation sheets and note fields. Data analysis technique were descriptive analysis and quantitative data analysis. Criteria of success in this research was of students doing positive activities during learning process by total score of students' activities attain to 75%. The research findings show that the level of students learning activity can increase with the implementation of snowball throwing games techniques in the accounting learning process.

The second research is (Susanti, 2016). This research was done using anexperimental quantitative research format which is referred to as true experimental design. One is the experimental group (EG) and the other is the control group (CG). It can be concluded that the students who were taught by the STT have a better performance than those who were not. As a follow up for this research, it is suggested that English teachers should use various

techniques in teaching. The Snowball Throwing Technique can be alternative to be applied by the teachers.

The third research is (Sidabutar, 2016) This study was focused on the investigation of the effect of using Snowball Throwing on Students' speaking achievement. It was conducted by using experimental research design. The population of this research was grade XI students of SMK Sandhy Putra 2 Medan divided into two groups, namely experimental and control groups. There were 30 students taken as the sample of the research, 15 students for experimental group and 15 students for control group. The experimental group was taught by using Snowball Throwing, while the control group was taught by using lecturing method. The instrument used to collect the data was oral test where the students were asked to give their argument in front of the class about the topic or the case given. This study was conducted using an experimental research design. The instrument used to collect the data was an oral test. The result of this study shows that achievement in teaching speaking by using Snowball Throwing was higher than using Lecturing Model. It implies that Snowball Throwing is appropriate to be applied for teaching speaking.

The difference between previous researchers and my research is that my research focuses on the effect of speaking skills, especially in accuracy of the English structure and vocabulary. While the previous researchers focused on improving student activity, teaching better ESL speaking and students' speaking achievement. And the equation is the same as using snowball games. Many theories also support this game is applied in speaking skill, like Farrel

and Jacobs (2010) describe that snowball throwing is a useful cooperative learning method. It can be motivating the students to have good capability in speaking participation in the classroom, because this game contains a rich communication where the students must be active. Therefore, the writer intends to apply snowball throwing to increase students' interest. There are not previous researches that try this game. So, the writer is interested in this game to be implemented in speaking skills.

B. Some Partinent Ideas

1. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Cora and Knight in Sarah (2017) state that speaking is the ability to perform and produce the oral language then use it the correct context and various situations with other speakers of the same language, and also, to choose the right expressions to use it with different events. Communication skills or speaking skills are defined as the art and techniques of communicating by using oral and body language to pursue him or bring him into the change that you want to be (Yousif et al 2016).

In addition, Chaney in Sarah (2017) defines speaking as the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contex this means that speaking is the most important skill among the other skills, without speaking there would be no communication and this make the language useless. So speaking is a

productive skill of regarding and organizing all element of languagetogether to perform and put up the intended messages.

Speaking is a way to communicating ideas and messages orally. To enable students to communicate, we need to apply the language in real communication. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. In line with the above opinion, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). So speaking is very important to communicate because through speaking one can get much information.

From the definition above the researcher concludes that speaking is a form to say or talks something with expressing ideas, opinions, views, and description to other for getting response or way to conveying the message to make understanding of wishes to other and to contribute to the other.

2. The Elements of Speaking

According to David (1986:81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation refers to the production of sound that we use to make meaning. Harmer (1991:11) says that language users must know how to pronounce a word which is how to pronounce. This knowlage consists

of three areas; voice, pressure, and intonation. Related to pronunciation, Manser (1995:133) says that pronunciation is how language and words are pronounced. From the explanation above, it can be conducted that pronouncing a sound or language can result in a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students be able to communicate with others and understandable.

2. Grammar

According to Harmer (2007:15) Grammar of language is the description of the ways in which words can change their form and can be combined into sentences in that language. Study grammar is same with study about role of sentences. Grammar is not only common in written but also in spoken to have a good communication. (Manser: 2013:193) says that grammar is rule for forming words and making sentences.

3. Vocabulary

The elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, usage/usage, derivatives, idioms, and expressions put forward by Fachrurrazy (2002: 58). Just as in speech which has components, vocabulary also has components.

4. Fluency

Richards (2009, p.14) mentioned brave definition about fluency, natural language use occurring when a speaker engages in meaningful

interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. According to Manser (2013:171) fluent is able to speak a language easily and well. So, the students have a good ability in English speaking is the student can speak fluently. They can speak fluently its mean that they have ability in grammar or have a good grammar and know more vocabulary.

5. Comprehension

According to Manser (2013:86) comprehension is ability to understand. Understand here speaker have ability to make their speaking can be understood by listener. So, it is related with a good pronunciation, vocabulary, grammar and fluency.

3. Definition of Accuracy

Accuracy is defined as the ability to produce error-free speech (Housen & Kuiken, 2009). Ellis 2005 stated that accuracy can be defined as the ability to avoid errors in performance, possibly reflecting higher levels of control in the language as well as conservative orientation. Accuracy is often measured by the learner's suppliance of a specific form in obligatory contexts, which is best suited for focused tasks (Ellis & Barkhuizen, 2005).

4. Definition of Vocabulary

Vocabulary is all about words. We use words all the time when we use language. If we know a language well, we know how to write its words

and how to say its words (McCarthy, O’Keeffe, Walsh, 2010). Web and Nation (2017) argues that all stages of education need a vocabulary to be acquired because it is one of the important aspects of learning a language. It indicates about the importance of vocabulary for students, each aspect of language learning cannot be separated from the role of vocabulary and all skills of English Language Learning such as speaking, listening, writing, and reading needs words or vocabulary therefore by mastering vocabulary, learners will be easily achieving the educational objective of language. The importance of vocabulary according to Lynne (2001) said that “Teaching vocabulary can be focused on helping students knowledge of words in ways that will enable them to use the language efficiently and successfully”. Also, Caroline and Nunan (2005) said that “vocabulary development is an important aspect of language development and the research that has been conducted in recent years is very exciting”. From the statement, it shows that learn vocabulary is important because vocabulary basic to learn the English language. Understanding vocabulary means that the student understood what the meaning speaker wants to say.

a. Kinds of Vocabulary

According to Scrivener (1994:74), there are two kinds of vocabulary, receptive vocabulary and productive vocabulary.

1. Receptive or passive vocabulary are wording that students recognize and understand when they appear in a context, but they cannot correctly produce their meaning in reading or listening.

2. Productive or active vocabulary is a collection of words that students recognize and understand, can be pronounced correctly, and used constructively in speaking or writing.

b. Principle of Teaching Vocabulary

In teaching vocabulary, some requirements for us are very important to apply in the class. Wallace (1989: 27-30) indicate the main principle of teaching and learning vocabulary as follows:

1. Aims

Learning vocabulary aims to make it easier for teachers to formulate material to be taught to students.

2. Quantity

The teacher has to decide what the vocabulary will be taught such as receptive or productive vocabulary.

3. Need

The teacher should follow the coursebook and syllabus from the school based on the curriculum.

4. Frequent Exposure and Repetition

In learning vocabulary, it is necessary to repeat certain moments until there is evidence that students are learning the target words.

5. Meaningful Presentation

In delivering vocabulary lessons, the students have to know the meaning of the word.

6. Situation and Presentation

Situation and presentation, the word presented is appropriated to the student's situation.

7. Presenting context

Words seldom occur in isolation, so the students need to know the usual context in which the words appear from the start as in between words.

8. Learning Mother Language vocabulary in the target language

teaching on target words teachers must use mother tongue words as a tool to compare similarities and difference in words.

9. Guessing Procedure in Learning Vocabulary

Guessing Procedure in learning vocabulary is a way in learning vocabulary, it leads students to think the meaning of the new word taught.

C. Definition of Games

According to Hadfield (1999:46) says that the effectiveness of using games is that it provides chance to practice or use the new language items students have just learned. He explains that most students have unwillingness to study but through games, they will early participate in the learning and it is more effective than forcing to do the tasks unwillingly. Games can be very useful to make the class more active still learn. He also states that a game is an activity which consists of rules, a goal, and an element of fun. By using games, teachers can use each stage of lesson to the target of teaching-learning process of English because games serve a memory and a repetition drill, a chance to use a language freely, and to teach language (Hadfield, 2003:4).

a. The Purpose of Games

There are many reasons why the teacher in teaching-learning activities should apply games. Games is fun because the game gives the students' enjoyment. Another reason is stated by Prensky (2007:11). They are as follows:

1. Games have a purpose because games motivate students to learn more.
2. Games are interactive. Games can make students do something.
3. Games have results and feedback. It gives students learning.
4. Games have conflicts, competition, challenges.
5. Games have a problem-solving. They spark students' creativity.
6. Games have interaction. Those give the students social groups.
7. Games have a story because those give the students emotion.

It gives the students a challenge to win the games. In conclusion, there are many reasons why the teacher should implement games in the class. The students are happy and relax when they play it. The students can learn more material. It does not only learn the materials but the students also can play in the class at the same time.

D. Definition of Snowball Games

According to Bayor (2010) as quoted by Ira (2013:3), snowball throwing game is one of the active learning models which in practice involve a lot of students. It is one of the cooperative learning models that focus on group work using discussion in which every group asks questions to another so that the group will work cooperatively to solve the problem. Besides that, Suprijono

(2009:128) states that snowball throwing games is one of the active learning methods for direct attention of learners to the material presented. So, this game will be more interactive if the students enjoy with learning process. Snowball throwing is a learning method that uses question ball which is made from a paper then shaped like a ball. The question ball will be thrown consecutively to the members of the group (Gani, Yusuf, & Erwina, 2017). According to Nuryati, (2015:2) Snowball Throwing is a technique that requires active students in teaching and learning activities. Snowball Throwing technique as a way in teaching-learning speaking in the form question and answers through play and throw snowball in a group to another group or in the group individually.

1. Steps of Snowball Games

According to Suprijono (2009:129), there are steps of implements Snowball Throwing Game, they are as follows:

- a) Teacher delivers the material that will be learning.
- b) The teacher forms a group and calls the group leader to provide an explanation of the material being taught to students.
- c) The groups return to their respective groups and explain the material, the teacher delivers to their friends.
- d) Each student is given a sheet of paper, to write down one question about the things that have been explained by the group leader.
- e) The paper containing the statement or question is made into a ball and one student throws it to another student for about 15 minutes.

f) Then, each student has one ball or one question and give opportunity for the students to answer question that are written in ball.

g) Evaluation

h) Closing

The activity of throwing the ball will make the group enthusiastic and active because this activity makes students not only think, write and speak but also do physical activities, namely rolling paper and throwing it at other students. Thus, each group member will prepare their turn to answer the questions or guess the friends' statements that are on the ball paper.

2. The advantages and disadvantages of snowball games

Jaques and Salmon (2006) list the advantages of the Snowball Throwing Technique as follows:

- a) Good for encouraging the creation of well integrated ideas.
- b) Allows students to think for themselves before discussing.
- c) Generates full and lively participation in plenary discussion.

From the explanation above, it is obvious that STT have many advantages such as: it can make the students used their ideas and creativity when answering the question without properly and correctly, so it can improve the students motivation in learning English, this technique facilitates the development or interactive dialogue between the students and also creates a lively classroom atmosphere because all students have to work to complete their assignments.

According to Hamdayama (2014), the advantages of the learning model Snowball throwing as follows:

- a. The learning atmosphere becomes more fun because of the students like playing by throwing paper balls at other students.
- b. Students have the opportunity to develop abilities to think because they were given the opportunity to make questions and given to other students.
- c. Make students ready with possibilities because students are not known what kind of questions his friends make.
- d. Students are actively involved in learning.
- e. Educators do not bother making media because students are involved straight into practice.
- f. Learning becomes more effective.
- g. Cognitive, affective, and psychomotor aspects can be achieved.

According to Hamdayama (2014) the disadvantages of the learning model Snowball Throwing as follows:

- a. It really depends on the student's ability to understand so only a few students mastered.
- b. The group leader who is not able to explain well certainly becomes an obstacle for other members to understand the material so that it takes a lot of time for students to discuss the subject matter.
- c. There are no individual quizzes or group awards so students when in groups are less motivated to work together but does not rule out the possibility for teachers to add gifts individual quiz and group awards.
- d. It takes a long time.
- e. Mischievous students tend to make trouble.

f. Classes are often noisy because groups are created by students.

E. Conceptual Frame Work

In this conceptual framework below, the researcher used Snowball Games where the researcher focuses on structure and vocabulary in learning English that students had to master.



Figure 2.1 Conceptual Frame Work

These concepts consist of three points, input, process, and output. Input indicates to the English material, the process indicates to teaching English by using snowball games, at this stage using a pre-experimental method and consist of a pre-test and post-test. And output indicate to improve students' speaking skills.

F. Hypothesis

In this reseach, the researcher applied the hypothesis as follow:

1. Null Hypothesis (H_0): There is no improvement of the students' accuracy of the English stucture in speaking skill after using Snowball Games in the second grade at SMPN 1 Balocci.
2. Alternative hypothesis (H_a) there is significant improvement of the students' accuracy structure of the English structure in speaking skill after using Snowball Games in the second grade at SMPN 1 Balocci.

3. Null hypothesis (H_0) there is no improvement of the students' accuracy of vocabulary in speaking skill after using Snowball Games in the second grade at SMPN 1 Balocci.
4. Alternative hypothesis (H_a): There is a significant improvement of students' accuracy of vocabulary in speaking skill after using Snowball Games in the second grade at SMPN 1 Balocci.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design was a guideline for the process steps that must be carried out in analyzing the research results. Through this research design, researchers can take systematic steps in analyzing data. In this study, the research design used pre-experimental in the form of the One-Group pretest-post-test design. The pre-experimental research design is a research design that has not been categorized as a real experiment. Because in this design, random sampling has not been carried out, and there was not enough control for confounding variables that can affect the dependent variable. One form of pre-experimental design that the researcher chooses was One Group Pre-test – Post-test Design. In this One Group Pre-test - Post-test design, the researcher previously gave a pre-test to the group to be given the treatment, then the researcher conducted the treatment. After finishing the treatment, the researcher gave a post-test. The magnitude of the treatment effect can be known accurately by comparing the pre-test and post-test results. To make it easier to understand this research paradigm, it can be seen in the image below:

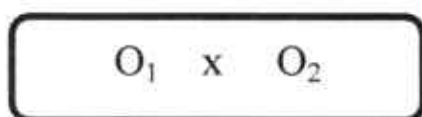


Figure 3.1 Research Design

Note:

O_1 : Score pre-test

O_2 : Score post-test

X: Treatment

(Sugiyono, 2007: 79)

The procedure was follows:

1. Pre-Test

In this part, the researcher gave a pre-test before doing the treatment at the first meeting in the class by using stiknote with a speaking test. The students take one of stikenote and describe what they got on stikenote.

2. Treatment

After doing the pre-test, the researcher gave the treatment to students.

The procedure explained as follow:

- a. The first meeting in the class, the researcher taught the students about the difference between verb and adjective, because many students don't know the difference between verb and adjective.
- b. The second meeting in the class, the researcher explains the material (Describing Things) and explain how to play snowball games.
- c. The third meeting, the researcher gave the students material (Describing Things) and gave example how to describe something, and the students made a group for playing snowball games.
- d. Fourth meeting, the researcher gave the students material (Describing Things) and playing snowball games.
- e. Fiveth meeting, the researcher gave the students material (Describing Things) and playing snowball games.
- f. Six meeting, the researcher gave the students material (Describing Things) and playing snowball games.

3. Post-Test

The researcher gave post-test after doing treatment to know the students speaking skill. The students take one of stikenote and describe what they got on stikenote.

B. Population and sample

1. Population

In research, it is necessary to place restrictions on the population studied. According to Sugiyono (2009: 80) population is a generalization is consisting of objects/subjects that have certain qualities or characteristics applied by researcher to study and draw conclusions. The population of this research was all the students in the second grade of SMPN 1 Balocci. The school had 6 classes at the eighth grade: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F all of the six classes were 150.

2. Sample

The researcher used purposive sampling to determine the research sample. This was in line with the selection of a research design that used a pre-experimental design. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining specific characteristics that were following the research objectives so that it is expected to be able to answer research problems. As for the characteristics that were owned, the teacher recommends that in class VIII D, because lack of vocabulary that the students have, lack of enthusiasm for learning, and teacher had also never applied snowball games.

The sample of this study was VIII D of SMPN 1 Balocci that consisted of 15 students because pandemic covid-19 one class was limited and based on the interview that I got from the teacher, the class was never applying Snowball Games on the learning and teaching process. They lack speak up and the teacher also recommends doing a treatment to the class.

C. Instrument of the Research

The research used a speaking test. The researcher used a speaking test in the pre-test and post-test. In the treatment, the researcher used a sticknote to implement snowball games. In Pre-test the researcher gave a vocabulary card and each student describes the word to find out the students' initial knowledge in speaking. While in the post-test the researcher gave a stikenote and the students describe the word to determine the ability of students after gave the treatment by using snowball games.

D. Technique of Collecting Data

1. Pre-test

The researcher gave a pre-test before doing the treatment at the first meeting in the class with a speaking test. The students take one of stikenote and describe what they got on stikenote.

2. Post-test

The researcher gave a post-test after doing treatment in speaking test. The students take one of the stikenote and describe what they got on stikenote.

E. Technique of Data Analysis

The method of data analysis in this research was a quantitative descriptive method. In this term of quantitative, the researcher used statistical procedures to calculate the numeral data. After the data has been collected, the next step in this research was to analyze the data. The result was tested by using *SPSS* to see whether the difference of students' results between pre-test and post-test is significant or not.

1. To determine the level of significance generated through the used of Snowball Games in learning, a hypothesis is formulated with the decision rules:

- a. If $\alpha = 0,05$ greater than or equal sig value ($\alpha = 0,05 \geq \text{sig}$) then H_0 rejected H_a accepted.
- b. If $\alpha = 0,05$ less than or equal to the sig value ($\alpha = 0,05 < \text{sig}$) then H_0 accepted H_a rejected.

To test the research hypothesis, the data analysis technique was using the t-test (independent sample test), which is to test the average difference between the sample, the calculations used *SPSS*.

2. Scoring System

- a. To find the students' improvement the formula as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P = Percentage

X_2 = Average score of Post-test

X_1 = Average score of Pre-test

(Gay, 2006 :336)

3. Classifying the score of the students' using the following:

Table 3.1

Rating Scale Structure

Accuracy	Indicators	Score
Structure	Utterances almost always correct	6
	Most utterances rendered correctly, with some minor structural errors	5
	Many correct utterances, but with definite structural problems	4
	Some utterances rendered correctly but major structural problems remain	3
	Very few structurally correct	2
	No utterances structurally correct	1

Omaggio, (1986:347)

Table 3.2

Rating Scale Vocabulary

Classification	Code Score	Criterion
Vocabulary	4.1-5.0	Use of vocabulary and idiom virtually that is of native speaker
	3.1-4.0	Sometimes use inappropriate terms and must rephrase ideas, because of lexical inadequacies
	2.1-3.0	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	1.1-2.0	Misuse of words and very limited

		vocabulary make comprehension quite difficult
	0-1	Speech is so halting and fragmentary as to make conversation virtually impossible.

(Harris (1975: 84)

Table 3.3

Calculating students' score

Scale	Score	Category
4.1-5.0	100-85	Very good
3.1-4.0	84-75	Good
2.1-3.0	74-60	Fair
1.1-2.0	59-40	Poor
0-1	39-0	Very poor

(Nurgiyantoro(2010)

Table 3.4

Calculating students' score

Scale	Score	Category
5.1-6.0	90-100	excellent
4.1-5.0	80-89	Very good
3.1-4.0	70-79	Good
2.1-3.0	60-69	Fairly good
1.1-2.0	50-59	Poor
0-1	$X < 50$	Very poor

(Depdiknas as cited in wahdania,2016)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

1. The Improvement of Accuracy Structure

In this part, the research findings of this study were taken from data using snowball games to improve students speaking skills at the second grade of SMPN 1 Balocci. This part, frequency and speaking skills of students' especially in accuracy structure in the pre-test and post-test can be seen in the table.

Table 4.1 Mean score of Accuracy Structure in pre and post-test

Criteria	Pre-test	Post-test
Accuracy Structure	43.53	73.86

Based on Table 4.1 improvement in accuracy structure before and after gave the treatment showed that, the students' score in pre-test (43.53) and post-test (73.86). It means that pre-test lower than post-test.

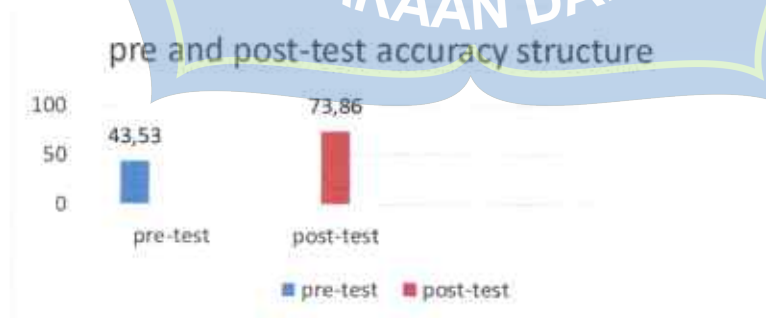


Figure 4.1 mean score of accuracy structure in pre-test and post-test

Based on the research after calculating the data, it is found that the mean score of students pre-test was 43.53 and standard deviation 10.105 and post-test

was 73.86 for the mean score and standard deviation 6.75. It means that the score of the post-test is higher than the pre-test ($73.86 > 43.53$).

Table 4.2 Students improvement in accuracy structure

Crit eria	Mean Pre-test	Mean Post-test	Improving
Accuracy Structure	43.53	73.86	69.68%

Based on the table 4.2 show that the mean score of pre-test was 43,53 and post-test 73.86. The improvement of pre-test and post-test was 69.68%, it means that using snowbal games can improve students' accuracy structure.

The students' score was classified into some criteria and percentage as follow:

Table 4.3 the students' score of pre-test and post-test in accuracy structure

No.	Classification	Score	Test			
			Pre-test	Percentage%	Post-test	Percentage%
1.	Excellent	90-100	-	-	-	-
2.	Very Good	80-89	-	-	4	27%
3.	Good	70-79	-	-	9	60%
4.	Fairly Good	60-69	1	6%	2	13%
5.	Poor	50-59	4	27%	-	-
6.	Very Poor	X<50	10	67%	-	-
Total			15	100%	15	100%

Based on Table 4.3 the students' score pre-test in Accuracy Structure before gave the treatment showed that the score and rate percentage fairly good classification 1(6%), poor classification 4(27%), very poor classification 10(67%), none got excellent and very good classification.

Based on Table 4.3 the students' score post-test score in Accuracy Structure after given the treatment showed that, the score and percentage very good classification 4(27%), good classification 9(60%), fairly good classification 2(13%), none of the poor and very poor classification, and none got excellent classification.

2. The Improvement of Accuracy Vocabulary

In this part, the frequency and the percentage of the students' speaking skills especially Accuracy Vocabulary can be seen in the table.

Table 4.4 Mean score of Accuracy Structure in pre and post-test

Criteria	Pre-test	Post-test
Accuracy Vocabulary	44.93	73.86

Based on the table 4.4 before and after gave the treatment using snowball games show that the students' score in pre-test (44,93) and in post-test (73,86). It means that post-test higher than pre-test.

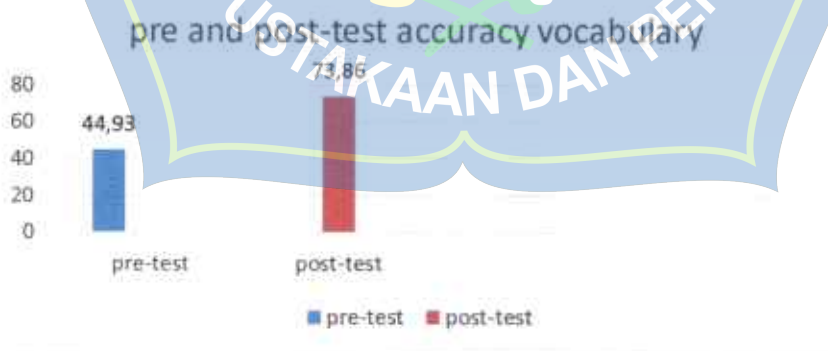


Figure 4.2 mean score of accuracy vocabulary in pre-test and post-test

Based on the research after calculating the data, it is found that the mean score of students pre-test was 44.93 and standard deviation 10.133 and post-test was 73.86 for the mean score and standard deviation 9.17. It means that the mean score of the post-test is higher than the pre-test ($73.86 > 44.93$).

Table 4.5 students' improvement in accuracy vocabulary

Criteria	Mean Pre-test	Mean Post-test	Improving
Accuracy Vocabulary	44.93	73.86	64.39%

Based on the table above the mean score of pre-test was 44,93 and pos-test 73,86. The improvement of pre-test and post-test after gave the treatatment was 64.39%. So, using snowball games can improve students' accuracy vocabulary. The students' score was classified into some criteria and percentage as follow.

Table 4.6 the students' score of pre-test and post-test in accuracy vocabulary

No.	Classification	Score	Test			
			Pre-test	Percentage%	Post-test	Percentage%
1.	Very Good	100-85	-	-	3	20%
2.	Good	84-75	-	-	7	47%
3.	Fair	74-60	1	7%	5	33%
4.	Poor	59-40	12	80%	-	-
5.	Very Poor	39-0	2	13%	-	-
Total			15	100%	15	100%

Based on Table 4.6 students' pre-test in accuracy vocabulary before given treatment or pre-test showed that 1(7%) fair category, 12(80%) students were in the poor category, 2(13%) students were in very poor category and none of the good and very good category.

Based on Table 4.6 above, students' score post-test in accuracy vocabulary after given the treatment showed that 5(33%) fair category, 7(47%) good category, 3(20%) very good category and none got poor and very poor.

3. Significant Testing (t-test)

Inferential static was used to test the hypotheses. For the pendant sample test, the research used utilized a paired t-test (testing of significance). It was designed to determine the significance of the difference between the pre-test and the post-test result of the students' mean scores in the experimental.

Paired Samples Test						
Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
Pair 1	pretest structure - posttest structure	-30.33333	4.86484	1.25610	-24.149	.000
Pair 2	pretest vocabulary - posttest vocabulary	-28.93333	6.13499	1.58405	-18.265	.000

Table 4.7 t-test calculation/value

Based on the data, the result showed that t-value 24.149 with 14 degrees of freedom and p-value was 0.00. Based on degree of freedom we can know that t-table 1.761, according to the hypothesis testing criteria, H_0 is accepted if the $t\text{-value} > t\text{-table}$ and $p\text{-value} < \alpha(0.05)$. Based on the data above H_a was accepted, because $t\text{-value} (24.149) > t\text{-table} (1.761)$ and $p\text{-value} (0.00 < \alpha(0.05))$. Based on the data using snowball games can improve students' speaking skill in term of accuracy structure.

Based on the data after calculating, it is found that the result showed that t-test value 18.265 with 14 degrees of freedom and p-value was 0.00. Based on the degree of freedom we can know that the t-table 1.761, according to the hypothesis testing criteria, H_0 is accepted if the $t\text{-value} < t\text{-table}$ and $p\text{-value} < \alpha(0.05)$. based on the data H_a was accepted, because $t\text{-value} (18.265) > t\text{-table} (1.761)$ and $p\text{-value} (0.00) < \alpha(0.05)$. Based on the date using snowball games can improve speaking skill in terms of accuracy vocabulary.

B. Discussion

This section which explains a discussion of the research findings the students' speaking skill especially accuracy structure and accuracy vocabulary aspect. The research design for this study is based on pre-experimental research. The outcome of the students' score is derived using the t-test by SPSS, all the data acquired from the research instrument.

1. The Improvement of Accuracy Structure

The research is carried out in three stages. The first is to give the students a pre-test before treatment by using snowball games to know the students speaking scores. The second is giving the treatment and using snowball games to the students. And the third was given a post-test to the students after the treatment and using snowball games to know the students' speaking score.

Based on findings, we can know that the mean score pre-test of the students is 43.53 becomes 73.86 in the post-test in accuracy structure out of 15 students. And $t\text{-value} > t\text{-table}$ ($24.149 > 1.761$), the research found that $p\text{-value}$ (0.00) at the level significance (0.05) so ($0.00 < 0.05$). It shows that there is different speaking score before and after being taught by using snowball games.

The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected based on the hypothesis testing. Teaching speaking by using snowball games can improve students' speaking skill. By using snowball games, the students feel enjoy in learning and interested in speaking up when they use snowball games. According to (Agus, 2009) describes the technique of snowball

throwing games is some of active learning method for the direct attention of learners to the material presented.

During the process of teaching by using snowball games, students began to be active, cooperative with their friends, and enjoy while studying, this fact convinced the researcher that the application of snowball games could improve students' speaking skill. As seen from learning outcomes, students' scores increased after using the snowball games. The researcher also gave appreciation to encourage students to participate actively without feeling guilty. According to Komalasari (2010:67) is a learning strategy that combines an imaginative game with a group to examine students' potential leadership in a group and their creativity in proposing and answering the question. Students will be able to work cooperatively with their peers, and making learning more interesting that they are not bored while learning English.

Following the computation of the result, it is concluded that the students get good achievement in speaking skill after being taught by using snowball games. There was a difference significant between pre-test and post-test in this research after treatment. So using snowball games can improve students' speaking skill at the second grade SMPN 1 Balocci. Farrel and Jacobs (2010) describe that snowball throwing is a useful cooperative learning method. It can be motivating the students to have good capability in speaking participation in the classroom, because this game contains a rich communication where the students must be active.

2. The Improvement of Accuracy Vocabulary

Based on the findings above, the comparison of students' progress can be proven by comparing pre-test and post-test. We can know that the mean score of students is 44.93 become 73.86 in the post-test in accuracy vocabulary out of 15 students. After treatment, we can see that the score has improved, the research found that p-value (0.00) at the level significance (0.05) so ($0.00 < 0.05$). It showed that there was different speaking score before and after being taught by using snowball games. Enhance student's motivation by using games in learning process will make they are learning better because they have some feeling that they has making improvement and games can make students had fun feeling, so it can omit their fear of learning English. (Jack Richard, 2006)

From the result of the study, before doing the treatment, it can be seen that the pre-test is lower than the post-test. It is because they lack the motivation to study, lack of confidence and the use of media in the classroom makes the students less motivated to learn, especially in terms of accuracy vocabulary. According to Nuryati, (2015:2) Snowball Throwing is a technique that requires active students in teaching and learning activities. Snowball Throwing technique as a way in teaching-learning speaking in the form question and answers through play and throw snowball in a group to another group or in the group individually. After doing the treatment, student learning outcomes increase, we can see from the post-test score. Chastain in Castillo (2007:78) declares that speaking is a productive skill which involves many

components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct.

Based on the data, the hypothesis testing null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. We can know that t-value (18.265) $>$ t-table (1.761) and p-value (0.00) $<$ (0.05). Thus, the score of the students' after doing snowball games were increasing. Suprijono (2009:128) states that snowball throwing games is one of the active learning methods for direct attention of learners to the material presented.

By comparing the result of pre-test and post-test in accuracy vocabulary, the researcher concluded that applying snowball games can improve students' speaking skill, students are also active, fun and enjoy in the classroom, and students were also cooperative with their friends. So, there was a different significance before and after applying snowball games.

3. Significant Testing (t-test)

From finding above, the researchr could conclude the statistical calculation using SPSS, the significant value of the research is 0.00 and significant level is 0.05. So, p-value ($0.00 < 0.05$) significant level, it means teaching speaking by using snowball games gives significant effect on the students' speaking ability.

Based on the data after calculating using SPSS, t-test then compared with t-table. The research found that the t-test is higher than the t-table, in accuracy structure t-test is (24.149) $>$ (1.761) t-table. And significant value is 0.00 and significant level is 0.05, so p-value ($0.00 < 0.05$) significant level. It means that (H_0) null hypothesis is rejected and (H_a) alternative hypothesis is accepted

because there is significant. By teaching snowball games, students felt enjoyable in speaking, according (Sanchez, 2010) Snowball throwing technique allowed the students to participate in brainstorming the idea and giving feedback each other confidently.

In accuracy vocabulary after calculating the data using SPSS, we can show that t-test is higher than t-table. Where t-test is (18.265) and t-table is (1.761), so $t\text{-test } (18.265) > (1.761) t\text{-table}$. And the significant value is 0.00 and significant level is 0.05, so $p\text{-value } (0.00 < 0.05)$ significant level. It means that there is significant and improvement after gave treatment using snowball games.

From the discussion above, can be conclude that using snowball games is one of the active learning it can improve students' speaking skill especially in accuracy structure and accuracy vocabulary. And from discussion above, there is significant improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study deals with using snowball games on students' speaking skill. Based on the research finding, the researcher concludes that snowball games can improve students speaking skill especially in accuracy structure and accuracy vocabulary, there were:

1. The mean score of accuracy structure in the pre-test was 43.53, meanwhile, the mean score of the post-test after giving the treatment was 73.86. Therefore H_a was accepted, because $t\text{-value} > t\text{-table}$ and $p\text{-value}(0.00) < \alpha(0.05)$.
2. The mean score of accuracy vocabulary in the pre-test before giving the treatment was 44.93, meanwhile, the mean score of the post-test after giving the treatment was 73.86. Therefore, H_1 was accepted, because $t\text{-value} > t\text{-table}$ and $p\text{-value}(0.00) < \alpha(0.05)$.
3. From accuracy structure and accuracy vocabulary there is a significant improvement. We can see from both of them, $t\text{-value} > t\text{-table}$ and $(0.00 < 0.05)$.

B. Suggestion

Concering conclusion above, the researcher point out some suggestion there are :

1. For the English teacher to find the appropriate method and effective media for teaching speaking. Snowball games can be used by the teacher for

developing students' speaking or as an alternative teacher used other methods.

2. For students, it is suggested to improve their ability in English class by applying Snowball Games.



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APPENDIX I

Pre-Test

Name:

Number:

Direction:

Take one of the stiknote and describe what you got on the stiknote.

School

Book

Bag

Library

Pen

Cat

Soal post-test

Name:

Number:

Direction:

Take one of the stiknote and describe what you got on the stiknote.



APPENDIX II

HASIL PRE-TEST

Name: Student

Book

Book color is pink, the size of long, can't describe how long. Book is the weight is maybe 1-5 ons.

Name: student

Bag

Color is bek is blek, weight.



APPENDIX II**HASIL POST-TEST****Name: Student****My New Bag**

I have new bag, the colors are yellow and grey. I bring whe I go to school. It is made of fabric. In my bag there are some past, first is the pocket, I put my book and pencil case. The second pocket, I put my bottle and the small pocket I put my money.

Name: Student**Garden**

In my school have a garden, it is not a big garden but it is beautiful garden. In the garden many flowers and comfortable. In the garden the students can study and take a break. Around the garden there are trees mango.

APPENDIX III

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP NEGERI 1 BALOCCI
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / 1 (Ganjil)
 Materi : Descriptive text
 Pertemuan : 4 Pertemuan

A. Kompetensi Inti

- KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI.3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi benda, orang, hewan dan tempat wisata yang pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> Memahami struktur teks yang terkait tentang dekriptive text yaitu deskripsi benda, orang, hewan, dan tempat wisata. Memahami ungkapan yang sesuai dengan teks dekriptif yang terkait dengan deskripsi benda, orang, hewan, dan tempat wisata. Mengidentifikasi fungsi social dari informasi pada teks deskriptif yang terkait tentang deskripsi benda, orang, hewan dan tempat wisata dalam kehidupan sehari-hari. Menerapkan struktur teks dan unsur kebahasaan teks deskriptif tentang deskripsi benda, orang, hewan dan tempat wisata. Dalam kehidupan sehari-hari.
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang benda, orang, binatang, dan tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> teks deskriptif lisan dan tulis, pendek dan sederhana tentang deskripsi benda, orang, hewan, dan tempat wisata. Mempraktikkan teks deskriptif tentang deskripsi benda, orang, hewan dan tempat wisata terdekat dengan kehidupan sehari-hari.

C. Tujuan Pembelajaran.

Setelah mengikuti proses pembelajaran, Melalui Snowball Games peserta didik mampu menerapkan dan Menyusun teks interaksi transaksional lisan dan tulis yang terkait teks deskripsi benda, orang, binatang, benda dan tempat wisata yang terdekat dengan kehidupan sehari-hari sesuai dengan konteks penggunaannya dengan penuh tanggung jawab, jujur dalam kehidupan sehari-hari.

D. Materi pembelajaran

- *Fungsisosial*

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

- *Struktur text*

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan
3. Penyebutan Tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

- *Unsurkebahasan*

1. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*)
2. Kata ganti

- It	- Our
- They	- Your
- She	- Their
- We	- My
- It	
3. Kata sifat tentang orang, binatang, benda, tempat wisata dalam kehidupan siswa di rumah, sekolah dan sekitarnya, dengan atau tanpa kata *quiet*, *very*.
4. Frasa nominal seperti:
 - Dark brown
 - Cute little cat
 - Beautiful red flower
5. Kata kerja untuk menyatakan keadaan dan Tindakan rutin dalam simple present tense:

- Be	- Play
- Have	- Get
- Go	- Take, dll.

6. Penggunaan nominal singular dan plural secartepat, dengan atau tanpa *a, the, this, those, my, theirs*, dsb secara tepat dalam frasa nominal.
7. Ucapan, tekanan kata, intoasi, ejaan dan tanda baca, dan tulisan tangan.

- *Topik*

Orang, binatang, benda, tempat wisata di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percayadiri, kerjasama, dan bertanggung jawab.

E. Metode Pembelajaran

1. Metode : Snowball Games
2. Model : Contextual Teaching Learning (CTL)
3. Pendekatan : Scientific Learning

F. Media/Alat, Bahandan Sumber Pembelajaran

1. Media/alat

- Laptop, Stick Note

2. Bahan

- Lembar Kerja Peserta didik

3. Sumber Pembelajaran

- a. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris kelas XII, Kemendikbud.
- b. Materi Descriptive text dari internet
- c. Kamus Bahasa Inggris

G. Langkah-langkah pembelajaran

Waktu/keterangan	kegiatan
2x45 menit/ Guru Orientasi	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
Apresiasi	<ol style="list-style-type: none"> 1. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya seperti:

	<ul style="list-style-type: none"> ✓ <i>What do you see in this class everyone?</i> ✓ <i>What do you bring when you are going to school?</i> <ol style="list-style-type: none"> 2. Mengingatn kembali materi prasyarat dengan bertanya. 3. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
Memotivasi	<ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Struktur Descriptive Text About Describing Things</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan. <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
	Kegiatan Inti
Stimulasi/pemberian rangsangan	<p>Literasi Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Struktur Descriptive Text About Describing Things</i> dengan cara :</p> <ul style="list-style-type: none"> • Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/ yang relevan dalam bentuk gambar. • Mengamati Peserta didik diminta untuk mengamati gambar dan materi yang diperlihatkan yang berhubungan dengan materi <i>ungkapan-ungkapan Struktur Descriptive Text About Describing Things</i>. • Membaca Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Struktur Descriptive Text About Describing Things</i>. • Mendengar Guru memberi kesempatan peserta didik untuk mendengarkan materi <i>Struktur Descriptive Text About Describing</i>

	<p><i>Things</i> oleh guru untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> • Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Struktur Descriptive Text About Describing Things</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
Pertanyaan/identifikasi masalah	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya: Mengajukan pertanyaan tentang materi: <i>Struktur Descriptive Text About Describing Things</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati untuk mengembangkan kreativitas, rasa ingin tahu.</p>
Pengumpulan Data	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ✓ Mengamati obyek Mengamati dengan seksama gambar dan materi yang di tampilkan: <i>Struktur Descriptive Text About Describing Things</i> dan mencoba menginterpretasikannya. ✓ Membaca sumber lain Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Struktur Descriptive Text About Describing Things</i> yang sedang dipelajari. ✓ Aktivitas Guru memberikan kesempatan kepada siswa untuk mengumpulkan pertanyaan atas hal-hal yang belum dipahami dan diajukan kepada guru yang berkaitan materi tentang <i>Struktur Descriptive Text About Describing Things</i>. <p><u>COLLABORATION (KERJASAMA)</u> Peserta didik diarahkan untuk:</p> <ul style="list-style-type: none"> ✓ Mendiskusikan Guru membagi siswa menjadi beberapa kelompok untuk memulai Snowball Games tentang materi <i>Struktur Descriptive Text About Describing Things</i>. ✓ Mengumpulkan informasi Guru membagi stick note kepada setiap siswa. Setiap siswa harus menuliskan nama benda/orang/hewan di stik note, dan setelah menulis, stick note di remas sampai membentuk bola-bola kecil (Snowball) dan ditukarkan ke kelompok yang lain. ✓ Mempresentasikan ulang Setelah setiap kelompok menukarkan bola-bola kecil (Snowball), setiap siswa harus mempresentasikan apa yang tertulis didalam stick note tersebut dengan materi <i>ungkapan-</i>

	<p><i>ungkapan Struktur Descriptive text about Describing things.</i></p> <p>✓ Saling tukar informasi tentang materi :</p> <p>Struktur Descriptive Text About Describing Things ditanggapi aktif oleh peserta didik dengan pemantauan dari guru untuk meningkatkan kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui model pembelajaran Snowball Games dan berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Menarik kesimpulan	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan hasil dari proses pembelajaran tentang materi <i>Struktur Descriptive Text About Describing Things</i></p> <ul style="list-style-type: none"> • Peserta didik Menyampaikan hasil dari proses pembelajaran tentang materi <i>Struktur Descriptive Text About Describing Things</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya. • Mengemukakan pendapat atas hasil dari proses pembelajaran tentang materi <i>Struktur Descriptive Text About Describing Things</i> dan ditanggapi oleh peserta didik lainnya. • peserta didik bertanya tentang materi <i>Struktur Teks Descriptive text About describing things</i> dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> • Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi <i>Struktur Descriptive Text About Describing Things</i>. • Peserta didik bertanya tentang hal yang belum dipahami, atau melemparkan beberapa pertanyaan kepada peserta didik berkaitan dengan materi <i>Struktur Descriptive Text about Describing Things (feedback)</i>. • Peserta didik diberi tugas untuk dikerjakan di rumah dan di kumpul pada pertemuan berikutnya dengan materi <i>Descriptive Text About Describing Things</i> pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
Penutup	
<p>Peserta didik:</p> <ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Struktur Descriptive Text about Describing Things</i> yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Struktur Descriptive Text About Describing Things</i> yang baru diselesaikan. 	

Guru:

- Guru mengulang kembali tentang apa yang sudah dipelajari oleh peserta didik
- Guru menginstruksikan peserta didik untuk mengulang kembali materi di rumah masing-masing.
- Menginformasikan rencana kegiatan pembelajaran pada pertemuan selanjutnya.
- Guru menutup dengan salam.

H. Penilaian Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2								

Keterangan:

- BS: Bekerja Sama
- JJ: Jujur
- TJ: Tanggung Jawab
- DS: Disiplin

Catatan:

a. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

b. Skor maksimal = jumlah sikap yang dinilai dikali kanjumlah kriteria = $100 \times 4 = 400$

c. Skorsikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

d. Kodenilai / predikat:

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

2. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurangbaik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

3. Penilaian pengetahuan

Accuracy	Indicators	Score
Structure	Utterances almost always correct	6
	Most utterances rendered correctly, with some minor structural errors	5
	Many correct utterances, but with definite structural problems	4
	Some utterances rendered correctly, but major structural problems remain	3
	Very few structurally correct	2
	No utterances structurally correct	1

Pedoman penskoran

$$NA = \frac{Skordiperoleh}{SkorMaksimal} \times 100$$

Classi fication	Code Score	Criterion
Vocabulary	4.1-5.0	Use of vocabulary and idiom virtually that is of native speaker
	3.1-4.0	Sometimes use inappropriate terms and must rephrase ideas, because of lexical inadequacies
	2.1-3.0	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	1.1-2.0	Misuse of words and very limited vocabulary make comprehension quite difficult

	0-1	Speech is so halting and fragmentary as to make conversation virtually impossible.
--	-----	--

Pedoman penskoran

$$NA = \frac{Skordiperoleh}{SkorMaksimal} \times 100$$

Skor Penilaian

Scale	Score	Category
4.1-5.0	100-85	Very good
3.1-4.0	84-75	Good
2.1-3.0	74-60	Fair
1.1-2.0	59-40	Poor
0-1	39-0	Very poor

Scale	Score	Category
5.1-6.0	90-100	excellent
4.1-5.0	80-89	Very good
3.1-4.0	70-79	Good
2.1-3.0	60-69	Fairly good
1.1-2.0	50-59	Poor
0-1	X<50	Very poor

APPENDIX VI

INSTRUMENT

Material of Teaching and Learning

A. DEFINITION OF DESCRIPTIVE TEXT

“Descriptive Text is a type of text that is widely used in everyday life in describing objects, places, humans, animals, and so forth. Descriptive text is interpreted as an English text to describe what objects or living things we describe, both in appearance, smell, sound, texture, number, and the nature of the objects or living things”.

B. PURPOSE OF DESCRIPTIVE TEXT

“The linguistic purpose of descriptive text is to describe and express the characteristics of certain objects, places, or creatures in general and simple terms, without the existence of in-depth and thorough research or research”.

C. GENERIC STRUCTURE OF DESCRIPTIVE TEXT

In each example of descriptive text, there are two parts that characterize the language structure of descriptive text. The two parts are:

1. Identification

Identification is a part of Descriptive Text which contains topics or "what" to be described or described.

2. Description

Description is the last part of Descriptive Text which contains a discussion or description of the topic or "what" that is in the Identification regarding the physical appearance, quality, general behavior and characteristics.

D. CHARACTERISTICS LANGUAGE IN DESCRIPTIVE TEXT

In descriptive text, there are linguistic characteristics that distinguish it from other types of texts. The characteristics of the language are as follows:

1. Using simple present tense. For example: He has a pointed nose; It is so big; etc.
2. Using a variety of adjectives (adjectives) that are describing (describing), numbering (numbering) and classifying (classifying). For example: wo strong legs, sharp white fangs, etc.
3. Using linking verb (connecting verbs) like: is, are, appear, feel, grow, look, prove, remain, smell, sound, taste, and turn. For example: He is handsome; It smells nice; The song sounds beautiful; etc.
4. Use Adverbs (adverbs) to provide additional information about the behavior or trait (Adjective) described, such as: very, extremely, definitely. For example: He is very handsome; the song sounds extremely beautiful; etc.

E. EXAMPLE OF DESCRIPTIVE TEXT

1. DESCRIBING PEOPLE

Keith:

"I think my dad's a **pretty cool** guy. He's **incredibly talented** and **creative**. He also has a **great sense of humor**."



We get along **really well**. He's **fairly easygoing** and **laid back**. And He's **very practical** and **down to earth**, so he always gives me **good advice**. Also, he's **completely honest** with me. I can **trust** what he says. But you know what! He's **pretty disorganized**."



2. DESCRIBING ANIMALS

CAT



- This is a cat. It's a vertebrate animal. It eats meat. It lives in a terrestrial biome. It lives all over the world. It has got four legs. Its body is covered with fur. It has a big variety of colors. It has got a tail, two eyes, whiskers and paws. It can climb but it can't swim. By Alvaro

DESCRIBING ANIMALS



This animal is a dolphin

This is a big grey animal.

This animal lives in the sea.

It's got a long nose and small teeth.

It's very clever and likes playing.

3. DESCRIBING THINGS

DESCRIPTION



My New Backpack

I have a new backpack. Its colours are red and grey. I always bring it when I go to school. It is made of strong fabric.

There are some parts of my backpack. The first is the pocket. I put my money and my card library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

Identification

Description

4. Describing Tourism Place

TAJ MAHAL

- This structure is one of the most famous tourist objects in Asia.
- It was built by an emperor as a tomb of his favourite wife.
- Aside from the tomb, we can also find a mosque and a guest house in this place.
- It becomes a symbol of India's rich history.



APPENDIX VI

1. The students' mean score of pre test and post-test in speaking test in term accuracy structure.

a) Pre-Test

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

$$X = \frac{653}{15}$$

$$X = 43,53$$

b) Post-Test

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

$$X = \frac{1115}{15}$$

$$X = 73,86$$

2. Improvement the students' in accuracy structure

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{73.86 - 43.53}{43.53} \times 100\%$$

$$P = \frac{30.8}{43.53} \times 100\%$$

$$P = 69.68\%$$

3. The students' mean score of pre test and post-test in speaking test in term accuracy vocabulary.

1) **Pre-Test**

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

$$X = \frac{674}{15}$$

$$X = 44.93$$

2) **Post-Test**

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

$$X = \frac{1096}{15}$$

$$X = 73.06$$

4. Improvement the students' in accuracy vocabulary

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{73.06 - 44.93}{44.93} \times 100\%$$

$$P = \frac{28.13}{44.93} \times 100\%$$

$$P = 64.39\%$$

APPENDIX VII

- The students' score of pre-test and post-test in accuracy structure

No	Respondents	Structure	
		pre-test	post-test
1	S-1	40	76
2	S-2	55	82
3	S-3	50	75
4	S-4	35	70
5	S-5	33	63
6	S-6	40	72
7	S-7	35	70
8	S-8	63	88
9	S-9	46	75
10	S-10	38	72
11	S-11	35	70
12	S-12	58	85
13	S-13	35	63
14	S-14	35	72
15	S-15	55	82
Total		$\sum x = 653$	$\sum x = 1115$

- The students' score of pre-test and post-test in accuracy vocabulary

No	Respondents	Vocabulary	
		pre-test	post-test
1	S-1	40	70
2	S-2	52	78
3	S-3	42	80
4	S-4	48	76
5	S-5	38	60
6	S-6	44	76
7	S-7	20	60
8	S-8	66	84
9	S-9	52	76
10	S-10	40	60
11	S-11	40	76
12	S-12	52	82
13	S-13	40	64
14	S-14	48	76
15	S-15	52	78
Total		$\sum x = 674$	$\sum x = 1096$

APPENDIX VIII

Pr /df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10962	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678

Titik Persentase Distribusi t (df = 1 – 40)

APPENDIX IX

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

1. FAKTOR-FAKTOR PENELITIAN, PENGEMBANGAN, DAN PENGABDIAN KEPADA MASYARAKAT

†1. <http://www.amsi.org.au/People/Staff/StaffList.asp?ID=172>

Nomer 2736/05 (4-VIII-VI/49/2021)

Lamp. 1
Hal. 1

Keynote Yth

Hapak - Ibu Bupati Pangkep

Cq Ka Badm Keshang, Polink & Lurms



Parthenon



Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 3659/TKIP/A-4-UM/1442/2021 tanggal 8 Juni 2021, menerangkan bahwa mahasiswa tersebut adalah bawahan.

SITI NUR KHALIZA

No Stambul 10535 1135416

Amakulana

1015

Background

5

termasuk melaksanakan penelitian pengumpulan data dalam rangka penelitian Skripsi dengan judul:

"Improving Students' Speaking Skill By Using Snowball Games"

Yang akan dilaksanakan dari tanggal 12 Juni 2021 s.d 12 Agustus 2021

Selubungan dengan melandirimas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku

Demikian, atas perhatian dan kerjasamanya diucapkan *Alhamdulillah*. (terjemah: Khatimah)

النكاح: أدم عليكم ورحمة الله وبركاته

Setua LP3M

Dr. Jc. Abubakar Idhan, MP

NBM 101 7716

APPENDIX X



PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
KANTOR KESATUAN BANGSA DAN POLITIK

Jalan Sultan Hasanuddin ☎(0410) 21200 Ext. 146 Pangkajene

Pangkajene, 11 Juni 2021

K e p a d a :

Nomor : 070/179 /VI/ KKBK/2021

Yth: Kepala DPM-PTSP

Lampiran :

Kab. Pangkep

Perihal : Rekomendasi Penelitian

Di-

Pangkajene

REKOMENDASI PENELITIAN

Nomor : 070/179 /VI/ KKBK/2021

D a n s a :

1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2013 tentang Pedoman Penerbitan Rekomendasi Penelitian.
2. Peraturan Daerah Kabupaten Pangkajene dan Kepulauan Nomor 4 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.

Memperhatikan Surat Ketua LP3M Universitas Muhammadiyah Makassar Nomor: 2736/05/C.4-VI/VI/16/2021 Tanggal 10 Juni 2021 Perihal Rekomendasi Izin Penelitian.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam surat tersebut, maka pada prinsipnya Kepala Kantor Kesbangpol Kabupaten Pangkajene dan Kepulauan tidak keberatan dan menyetujui memberikan Rekomendasi Kepada :

a. Nama : **SITI NUR KHALIZA**
b. No. Stambul : 105351135416
c. Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
d. Jurusan : Pendidikan Bahasa Inggris
e. Pekerjaan : Mahasiswa

Bermaksud akan melakukan Penelitian di Wilayah Kab. Pangkep dalam rangka penyusunan Skripsi dengan judul :

"IMPROVING STUDENTS' SPEAKING SKILL BY USING SNOWBALL GAMES"

Demikian Rekomendasi Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



AMRUSUDIN A. MADJID, S.Sos

Pembina, IV/a

19660307-198703-1-014

TEMBUSAN : Kepada Yth
Bupati Pangkep di Pangkajene.

Sdr/ty) SITI NUR KHALIZA;

----- Pertimbang -----

APPENDIX XI



PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Sultan Hasanuddin Nomor 40 ☎ (0410) 22008 Pangkajene – KP. 90611

IZIN PENELITIAN

Nomor : 181/PT/DMPTSP/VI/2021

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Peraturan Bupati Pangkajene dan Kepulauan Nomor 379 Tahun 2019 tentang Tim Teknis pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pangkep;
4. Peraturan Bupati Pangkajene dan Kepulauan Nomor 56 Tahun 2015 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kabupaten Pangkajene dan Kepulauan;
5. Peraturan Bupati Pangkajene dan Kepulauan Nomor 37 Tahun 2018 tentang Pelaksanaan Kewenangan Penyelenggaraan Perizinan dan Non Perizinan kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Kabupaten Pangkajene dan Kepulauan.

Dengan ini memberikan izin penelitian kepada :

Nama	: SITI NUR KHALIZA
Nomor Pokok	: 10535 1135416
Tempat/Tgl. Lahir	: Pangkajene / 28 Desember 1997
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa
Alamat	: Galung Boko Kel/ Desa Kabisa Kec. Minasatena Kab. Pangkajene dan Kepulauan
Tempat Meneliti	: SMP Negeri 1 Balocci Kab. Pangkajene dan Kepulauan

Maksud dan Tujuan mengadakan penelitian dalam rangka Pemuisan Survey dengan Judul :

"Improving Student's Speaking Skill by Using Snowball Games (A Pre Experimental Research Design at The 8th Grade Of SMPN 1 Balocci)"

Lamanya Penelitian : 12 Juni 2021 s/d 12 Agustus 2021

Dengan Ketentuan Sebagai Berikut :

1. Menanti Semua Peraturan Perundang-Undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pangkajene dan Kepulauan.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menanti ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Pangkajene, 25 Juni 2021



Tembusan Kepada Yth :

1. Bupati Bupati Pangkep (Sebagai Laporan);
2. Kepala Kantor Kesbang;
3. Arsip;



Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu.

Beliau adalah pejabat
yang telah ditetapkan secara resmi
dan telah diangkat sebagai Kepala Dinas
Penanaman Modal dan Pelayanan Terpadu Satu
Pintu Kabupaten Pangkajene dan Kepulauan
pada tanggal 12 Desember 2019.

Drs. Bachtiar, M.Si

Pembina Tk. I

Nip. 19760930 199511 1 001

APPENDIX XII



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan Azzahra No. 20 Makassar
Telp: 0411 1702100 (Pusat/Gaya)
Email: prodi@ummu.ac.id
Web: http://ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Siti Nur Khaliza
NIM : 105351135416
Judul Penelitian : *Improving Students' Speaking Skill by Using Snowball Games*
Tanggal Ujian Proposal : 23 Februari 2021
Tempat/Lokasi Penelitian : SMP Negeri 1 Balocel

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	12/6/2021	Mengantar surat	Bahraeni, S.pd	
2	14/6/2021	Melakukan pre-test	Bahraeni, S.pd	
3	15/6/2021	Treatment	Bahraeni, S.pd	
4	17/6/2021	Treatment	Bahraeni, S.pd	
5	19/6/2021	Treatment	Bahraeni, S.pd	
6	22/6/2021	Treatment	Bahraeni, S.pd	
7	25/6/2021	Treatment	Bahraeni, S.pd	
8	28/6/2021	Treatment and post-test	Bahraeni, S.pd	
9				
10				

Pangkep, 1 Juli 2021

Mengetahui,

Ketua Jurusan,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Praktikan/Kepala sekolah,

Ilham, S.Pd., M.Pd
NIP. 856809101098021003



Tersertifikasi Institusi

APPENDIX XIII



PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
DINAS PENDIDIKAN
SMP NEGERI 1 BALOCCI

Alamat : Jalan Pendidikan No. 8 ☎ (0410) 2313662 Kasai Tonasa Kab. Pangkep

SURAT KETERANGAN

Nomor : 137/800/SMPN1BL/C/VII/2021

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Negeri 1 Balocci menerangkan bahwa :

Nama : SITI NUR KHALIZA
Nomor pokok : 10535 1135416
Program Studi : Pendidikan Bahasa Inggris
Universitas Muhammadiyah Makassar
Alamat : Galung Boko Kel/Desa Kabba Kec. Minasate'ne
Kab. Pangkajene dan Kepulauan

Yang bersangkutan telah melakukan penelitian pada SMP Negeri 1 Balocci, Kab. Pangkep pada tanggal 12 Juni 2021 – 12 Agustus 2021 untuk memperoleh data dalam penyusunan Tesis dengan Surat Izin Penelitian dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Pangkep tanggal 25 Juni 2021 Nomor: 181/IPT/DPMPISP/VI/2021.

Yang berjudul :

"IMPROVING STUDENTS SPEAKING SKILL BY USING SNOWBALL GAMES"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Balocci, 12 Juli 2021

Kepala Sekolah



Idham, S.Pd, M.Pd

NIP.19680910 199802 1 003

APPENDIX XIV



EED-Turnitin® CERTIFICATE

No. 1700563738

This is to certify that literature

IMPROVING STUDENTS' SPEAKING SKILL BY USING SNOWBALL GAMES

From the Year to the

SITI NUR KHALIZA

ID: 105351135415

Has completed the Turnitin® test for Thesis with detail below:

Originality Report			
Similarity Index	Uniqueness	Plagiarism	Student Index
25%	16%	10%	10%

Tested and signed by English Education Department, Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar

Makassar 15 Rabiul Akhir 1443
16 November 2021

Head of
English Education Department

Dr. Utami Khaerati Syam, S.Pd., M.Pd
NIDN: 977.803

UNIVERSITAS MUHAMMADIYAH
MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN

APPENDIX XVI



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Abdullah No. 208 Makassar
Telp : 0411 1762011 (Sekretariat)
Email : prodi.fkip@umh.ac.id
Web : fkip.umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0356/BG-FKIP/LOA/B/XI/1443/2021

Dear SITI NUR KHALIZA

It is our pleasure to inform you that, after review your paper
IMPROVING STUDENTS' SPEAKING SKILL BY USING SNOWBALL
GAMES

The manuscript ID: 541

Detail checklist

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jltat@bg.umh.ac.id

Makassar, 10 November 2021 M
25 Rabiul Awwal 1443 H

Head of English Education Department
Faculty of Teacher Training and Education


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



| Terakreditasi | Institut |

DOKUMENTASI



Halaman Sekolah SMPN 1 Balocci





Proses Belajar Mengajar





CURRICULUM VITAE



Siti Nur Khaliza was born on December 28th 1997 in Pangkep. She is the five childs from five siblings. Her father is Mustafa Amin and her mother is Salma. In 2004 she started her elementary school at SDN 26 Taraweang Kabba and graduated in 2009. Then, she continued her study at SMPN 2 Minasatene and graduated in 2012. After that, she continued her study at SMAN 1 Pangkep and graduated in 2015. And 2016 she was accepted as English Department student in Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. At the end of her study, she could finish her thesis in 2021 entitle **The Effec of Speaking Skill by Using Snowball Games** (*A Pre-Experimental Research Design at the 8th Grade of SMPN 1 Balocci*)

UPT PERPUSTAKAAN DAN PENERBITAN