THE EFFECT OF SNOWBALL THROWING MODEL ON STUDENTS' SPEAKING ABILITY AT XI GRADE STUDENTS OF SMAN 3 PADANGSIDIMPUAN

A THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment of the Requirement for Bachelor of English Department (S.Pd)

Written by:

MEIDY ANNISA HASIBUAN

Reg. Num. 18 203 00022

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2023

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2023

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan,   Januari 2023

a.n. **Meidy Annisa Hasibuan**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Meidy Annisa Hasibuan**, entitled **"The Effect of Using Snowball Throwing Model on Students' Speaking Ability at XI Grade of SMAN 3 Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum wr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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Name   : Meidy Annisa Hasibuan

Registration Number   : 18 203 00022

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The tittle of Thesis   : **The Effect of Using Snowball Throwing Model on Students' Speaking Ability at XI Grade of SMAN 3 Padangsidimpuan**

       Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students'ethic code of UIN Syekh Ali Hasan Ahmad Addary in article 14 subsections 2.

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Padangsidimpuan, 13 Januari 3023
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PUBLICATION APPROVAL STATEMENT

As Academic Civity of the State Islamic University of Syekh Ali Hasan Hamad Addary Padangsidimpuan, the name who signed here:

Name   : Meidy Annisa Hasibuan
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Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI
Kind   : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"The Effect of Using Snowball Throwing Model on Students' Speaking Ability at XI Grade of SMAN 3 Padangsidimpuan"** with all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

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EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

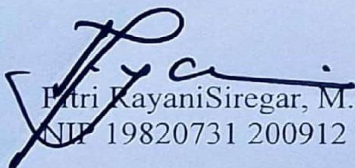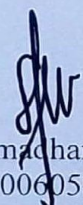|		
Name	:	Meidy Annisa Hasibuan
Registration Number	:	18 203 00022
Faculty/Department	:	Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis	:	**THE EFFECT OF USING SNOWBALL THROWING MODEL ON STUDENTS' SPEAKING ABILITY AT XI GRADE OF SMAN 3 PADANGSIDIMPUAN**

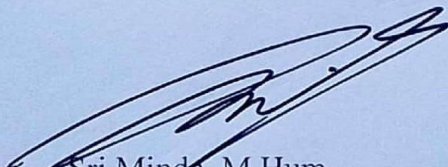Chief,   Secretary,
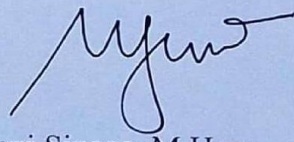
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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, 30 Desember 2022.
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ABSTRACT

This research focussed on the effect of snowball throwing model on students' speaking ability at XI grade students of SMAN 3 Padangsidimpuan. The problems that faced by students in speaking ability were: 1) The students did not use to speak English in class, 2) The students lacked to mention many vocabularies and lacked of pronunciation, 3) The students was not interested while learning speaking.

There are three formulations of the problems, they were how the students' speaking ability before learning by using snowball throwing model, how is the students' speaking ability after learning by using snowball throwing model, and is there any significant effect of snowball throwing model to students' speaking ability. The purpose of this research was to find out snowball throwing model significantly affects on students' speaking ability and how snowball throwing model significantly affects on students' speaking ability at XI grade of SMAN 3 Padangsidimpuan.

This research used quantitative approach by using experimental method with true experimental design. The population were all the XI IS students of SMAN 3 Padangsidimpuan. The sample was XI-IS 1 as experimental group consisted of 30 students and XI-IS 2 as control group consisted of 30 students. The data was collected through pre-test and post-test in multiple interview and oral test and analyzed by using independent sample T-test.

The result of this research shows that mean score of experimental research was higher than mean score of control group after using snowball throwing model. The mean score of experimental research after using snowball throwing model was 59.00 and mean score of control research was 54.67. It can be concluded that snowball throwing model is very useful on speaking ability. In addition, $t_{count} > t_{table}$ (2.713>2.000). The researcher recommended snowball throwing model to teach students' speaking ability at XI grade of SMAN 3 Padangsidimpuan.

Key Words : Snowball Throwing, Speaking

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Judul	: Pengaruh Model Snowball Throwing terhadap Penguasaan Berbicara Siswa pada kelas XI SMAN 3 Padangsidimpuan

ABSTRAK

Penelitian terfokus pada pengaruh model snowball throwing terhadap kemampuan berbicara siswa kelas XI SMAN 3 Padangsidimpuan. Beberapa masalah yang dihadapi siswa dalam kemampuan berbicara diantaranya : 1) Siswa tidak terbiasa berbicara dalam bahasa inggris dikelas, 2) Kurangnya kosakata dan pengucapan siswa dalam bahasa inggris, 3) Kurangnya ketertarikan siswa untuk berbicara dalam bahasa inggris.

Ada 3 rumusan masalah dalam penelitian ini, bagaimana kemampuan berbicara siswa sebelum belajar menggunakan model snowball throwing, bagaimana kemampuan berbicara siswa sesudah belajar menggunakan model snowball throwing, dan apakah ada pengaruh model snowball throwing yang signifikan terhadap kemampuan berbicara siswa. Penelitian ini bertujuan mengetahui apakah model snowball throwing berpengaruh secara signifikan terhadap kemampuan berbicara siswa dan bagaimana model snowball throwing berpengaruh secara signifikan terhadap kemampuan berbicara siswa kelas XI SMAN 3 Padangsidimpuan.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas XI IPS SMAN 3 Padangsidimpuan. Sampelnya adalah XI-IS 1 sebagai kelompok eksperimen terdiri dari 30 siswa dan XI-IS 2 sebagai kelas kontrol terdiri dari 30 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk wawancara dan oral tes serta dianalisis menggunakan rumus independent sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan model snowball throwing. Rata-rata skor kelompok eksperimen setelah menggunakan model snowball throwing adalah 59.00 dan rata-rata skor kelompok kontrol adalah 54.67. Sehingga dapat diartikan bahwa model snowball throwing sangat bermanfaat terhadap kemampuan berbicara siswa. Selain itu, $t_{hitung} > t_{tabel}$ (2.713>2.000). Penulis merekomendasikan model snowball throwing terhadap penguasaan kosakata siswa kelas XI SMAN 3 Padangsidimpuan.

Kata Kunci : Snowball Throwing, Berbicara.

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The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidimpuan, 13 January 2023

Researcher

Meidy Annisa Hasibuan

Reg. Num. 1820300022

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BAB I

INTRODUCTION

A. The Background of Problems

English is the common language that is used to connect all of the people in this world. Even though in some of the countries do not use this as their national language, they still teach the English lesson in their school. It is happened because one country could not develop by itself. The country needs the relation to another country all over the world. Knowing international language is the key for this case, especially for the developing countries like Indonesia.

Indonesia is one of the countries which do not use English as it is national language. The people use Indonesian language to communicate each other. It makes them hard to speak in English. In terms of English proficiency, Indonesia ranks 80th out of 112 countries in the world with a score of 466 points, according to the new released English Proficiency Index (EPI) 2021 by Education First (EF). The score actually increased slightly from last year, which was at 453. However, it is still in the low category for English proficiency. Globally, Indonesia's EPI score is even below the global average EPI score of 503[1]. Therefore, Indonesia has English lesson in it is curriculum and still on process to improve it.

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[1] Education First, "Daftar Peringkat Tebesar Berdasarkan Kemampuan Bahasa Inggris di Negara dan Wilayah Terbesar Dunia", (*https://www.ef.co.id/epi/*, 2021).

Basically, English has four skills that are taught in school. They are listening, speaking, reading and writing. These skills are important for students to learn English. Especially for speaking ability because language is expressed by speaking. According to Rickheit and Strohner, speaking is a speech or an utterance with the purpose of having intention to be recognized by speaker and the receiver to processes the statements in order to recognize their intentions[2]. Based on the statement, speaking is an interesting skill for students. Practically speaking is important for every grade students to explore their understandings and to send idea. Students could communicate in conversation each other every time. Therefore, speaking is taught in every school.

Based on curriculum 2013 for Senior High School about speaking, it stated that students are expected to be able to say greeting to teachers and friends politely in every interpersonal communication of learning appropriately and gratefully. Saying the speech act of expressing opinions and asking for opinions accompanied by their responses orally by paying attention to social functions, text structures, and correct linguistic elements after being given examples. Using speech acts to express opinions and ask for opinions accompanied by verbal responses according to the context in everyday life confidently after being given an example.

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[2] Gert Rickheit and Hans Strohner, *Handbook of Communication Competence*, (Gottingen: Hubert & Co, 2008), p.207.

In class, the students need to think about what they want to say in the target language and feel confident enough to express it. In speaking activities, the students can explore their ideas about something in their mind. Therefore, the students need to be guided. On the other hand, they also say in the target language to makes other can understand that language. It is not only to say the language, but also to understand the function of language in a correct way.

Based on the abilities that students must able in the curriculum 2013, the researcher is interested in researching whether the students in SMA N 3 Padangsidimpuan have good ability in speaking or not. Therefore, the writer does observation and interview to the XI grade students and English Teacher of SMA N 3 Padangsidimpuan, Mr. Syarifuddin Siregar, S.Pd., some difficulties in speaking are caused by some factors. First, the students did not use to speak in English and they lack of vocabulary.[3] As a result, this situation makes the students passive during the learning process. Considering the facts, speaking is not difficult skill to master if the teacher gives interesting model in the teaching and learning process. Practically the use of model learning is intended to facilitate students to practice speaking. Second, the students need more interesting ways in learning English. In this case, the suitable and efficient model is needed in the teaching and learning process. Teacher should be creative in the way of teaching English. The teacher's creativity is useful to achieve the objective of the lesson.

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[3] *Private Interview*, Syarifuddin Siregar, S.Pd., English Teacher of SMA N 3 Padangsidimpuan Private Interview, on 10th Juny 2022, at 10.00 a.m.

One of the good models learning that the researcher believes in teaching speaking is Snowball Throwing. Snowball throwing model is a series of presentations of teaching materials that begins with the delivery of material, then forms groups and group leaders. Next, the group leaders return to their groups and explain the material from the teacher to their friends. Each student is given one piece of paper to write down any questions about the material[4]. This model makes students are able to respond the message from other students and send that message to their friends in a group. This model is amusing the students.

Snowball Throwing can stimulate students to be active in speaking. Therefore, teacher should select a suitable model to motivate the students to learn more. According to Komalasari, Snowball Throwing is a learning model to explore the students' potential leadership in group and the students' creativity in proposing and answering question which is combined through imaginative game in a group[5]. In short, this learning model makes the students to be active, creative, effective and fun.

Based on the explanation above, it shows that the model solve the problems on students' speaking and the teachers' problems in teaching in the class. Therefore, the researcher wants to know whether or not Snowball Throwing model is effective toward the students' speaking skill. Referring to the purpose above, the study is done entitles "The effect of Using Snowball Throwing Model

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[4] Istarani, *58 Model Pembelajaran Inovatif*, (Medan: MEDIAPERSADA, 2012), p.92.
[5] Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*, (Bandung: Refika Aditama, 2010), p.67.

on Student's Speaking Ability at the XI grade of SMA Negeri 3 Padangsidimpuan".

B. The Identification of Problems

Based on background above, there are some problems of students that will be taken on this research, they are :

1. The students did not use to speak English in class.

2. The students are lack to mention many vocabularies and lack of pronunciation in speaking.

3. The students are not interested while learning speaking.

Beside the students' problems, here are some problems of the teachers, they are:

1. The methods of teaching speaking are monotonous and make the students boring easily.

2. The students are not interested while learning speaking.

C. The Limitation of Problems

Based on the explanation in background, the researcher does not discuss all models that the teacher gives in teaching speaking. So the researcher decided to focus on the speaking ability on "Suggest and Offer" material by using Snowball Throwing model at XI grade IS of SMAN 3 Padangsidimpuan.

D. The Formulation of Problems

The following questions serve as a formulation of the problems in this research, depending on the identification and focus of the problem mentioned above:

1. How is the students' speaking ability of the grade XI SMA N 3 Padangsidimpuan before learning by using Snowball Throwing Model?

2. How is the students' speaking ability of the grade XI SMA N 3 Padangsidimpuan after learning by using Snowball Throwing Model?

3. Is there any significant effect of Snowball Throwing Model to students' speaking ability of the grade XI SMA N 3 Padangsidimpuan?

E. The Objectives of Research

Based on the formulation of the research above, this research has three objectives as follows:

1. To know the students' speaking ability of the grade XI SMA N 3 Padangsidimpuan before leaning by using Snowball Throwing Model.

2. To know the students' speaking ability of the grade XI SMA N 3 Padangsidimpuan after learning by using Snowball Throwing Model.

3. To examine whether there is significant effect of Snowball Throwing Model to students' speaking ability of the grade XI SMA N 3 Padangsidimpuan.

F. The Significances of Research

The significances of the research are expected to be useful and valuable provided as follow:

1. Students

   The students can attract and feel enjoyed in learning speaking by using this model. The students will not think that speaking English is difficult to be learnt but it is fun for learning.

2. Teachers

   The teachers can use this model to teach speaking English in their classes. The teaching way is not monotonous anymore and it makes the teachers are easier to reach the goals of teaching.

3. Readers

   Hoping this research can open readers' minded that speaking English is not difficult. The result of this research inspires readers and provides them with more information about media for teaching speaking ability.

4. Next Researchers

   The result of this research is expected to be the useful information for the next researcher. It inspires them for the good idea and media for who wants to write a similar research. This research is expected to be able as one of references of research.

G. The Definition of Operational Variables

This research consists of two variables that should be clarified are as follows:

1. Snowball Throwing

   Snowball throwing is a learning model that teacher able to use it for teaching speaking English in form question and answer through playing and throwing paper as a snowball in group to other group or group individually. This model is capable for teaching speaking in Senior High School.

2. Speaking Ability

   Speaking is the ability of human to express their feeling and idea by saying some words or sentences to communicate with other people in the world using English language. This ability is taught in every grade of school.

H. The Outline of Thesis

The systematic of this research is divided into five chapters consist of many sub chapters with detail as follow:

Chapter one is about introduction. Consists of background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, significances of the research, definition of operational variables and outline of thesis.

Chapter two is discuss about theoretical descriptions. It explains about description speaking skill, description about snowball throwing method, review of related finding, conceptual framework and hypothesis.

Chapter three is about methodology of the research. It consists of place and schedule of the research, research methodology, population and sample, the

instrument of the research, technique of collecting data and technique of analyzing data.

       Chapter four is about the result of the research and data analyzing consists of data analysis, description of the data and threats of the research.

       Chapter five, It consists of conclusion of about the result of this research and suggestions what were given by the researcher.

BAB II

THEORITICAL DESCRIPTION

A. Theoritical Descriptions

1. Speaking Ability

a. Definition of Speaking Ability

Speaking is one of the important skills that must be mastered by students in learning English by practicing communicating orally. By speaking, students are able to know what the situation happens. Speaking is considered to be one of the important of the four language skills. Some of the experts define speaking in different ways. Nunan who states that speaking is the productive skill that consists of producing systematic verbal utterances to express meaning[1]. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it.

The other definition from Chaney defines that speaking as the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts, this means that speaking is the most important skill among the other skills. There would be no communication and it makes the language useless without speaking[2]. So

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[1] David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), p. 48.

[2] A.L. Chaney, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

speaking is a productive skill of regarding and organizing all element of language together. It means to perform and put up the intended messages.

Speaking is a way to communicating ideas and messages orally to enable students to communicate. It needs to apply the language in real communication. Chastain declares that speaking is a productive skill which involves many components[3]. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking. In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together.[4] Therefore, to speak a language, one should know how the language is used in a social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts with the verbal language.

As far as the researcher is concerned, there has been a myriad of definitions of speaking. According to the Oxford Dictionary of Current English, speaking is "the action of conveying information or expressing

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[3] K. Chastain, *Developing Second Language Skills: Theory and Practice*, (Florida: Harcourt Brace Jovanovich, 1998), p. 78.

[4] W.A. Renandya and J.C. Richards, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2022) p. 206.

ones' thoughts and feelings in spoken languages".[5] So speaking is very important to communicate because through speaking one can get much information. People can share their ideas orally by speaking, can communicate each other. Speaking is strongly important in many sectors of life.

From the definitions above, the researcher concludes that speaking is words to say or talks about something with expressing ideas, opinions, views, and description to other. The purpose is to getting response or way to conveying the message. In addition, it makes understanding of wishes and contributes to the other.

b. Types of Speaking

Speaking theoretically has some types. Tarigan divides some speaking activities into two types, namely:

1) Speaking in Public (Public Speaking)

In daily life, a person definitely talks a lot with other people at home and the outside. This type of conversation includes the following areas:

a) Speaking in situations that are told or reported, is called informative speaking. Informative speaking is a conversation in

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[5] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995).

which the conversation is intended to explain or provide information.

b) Speaking in situations that is to persuade, invite, or persuade is called persuasive speaking. Persuasive speaking is a type of speaking to satisfying the listener's point of view.

c) Speaking in situations, such as in family, friendship is called fellowship speaking. This type is more relax. The speaker can say something without rules.

d) Speaking in situations of negotiating calmly and carefully is called deliberative speaking. Deliberative focuses on how to employ speech communication, discussion on debate, drama on role play, simulation and presentation.

2) Speaking at Conference

Speaking at conferences provide a huge opportunity to get idea or presentation while entertaining and educating attendees. The talks included in this type are:

a) Discussion group (group discussion)

It is a semi-structured interview with a predetermined topic and led by a moderator that can be divided into:

(1) Non formal (informal) example study groups (study groups), group policy makers (policy making groups), and comics. It is a type of communication which the exchange of information

does not follow the rules and allowing communication that stretches in all directions.

(2) Official (formal) that includes conferences, panel discussions, and symposia. It is a type of verbal communication in which the exchange of information is carried out according to a predetermined rule.

b) Parliamentary procedure is one of the most effective means by which individuals can take orderly action as a group. The parliamentary is an academic debate event. It is not related to debate in governmental parliaments beyond formal speaker title such as "Opposition Leader" and "Prime Minister".

c) Debate means to give students additional opportunities to hear their classmates' views and to expres opinions regarding topics that matter to them. Debate is process of presenting idea or opinion which two opposing parties try to defend their idea or opinion.[6]

These types of speaking must be known by students. It does not matter, how knowledge it possess. The matter is what students convey and how they convey. In order to make the right communication either formal or informal way, speaking skill is important.

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[6] H.G. Tarigan, *Berbicara sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1981), p. 22-23.

c. The Importance of Speaking Ability

Speaking ability is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yule say, "Speaking is the skill that the students will be judged upon most in real life situations".[7] Despite its significance, teaching speaking skills has been devalued, and the majority of EFL/EFL teachers still teach speaking abilities by having students' memorize dialogues or practice drills. However, the modern world requires that learners have communication skills, and English teachers must teach ELLs the necessary skills so that they will be able to communicate more fluently and perform well in every situation. While employability relies more on communication than technology, oral skills are completely neglected whereas employability depends more on communication than technology. After discovering the significance of oral communication abilities, the focus is helping learners to prove their speaking ability to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.

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[7] G. A Brown and G. Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983).

Speaking abilities are beneficial to students when they need to integrate themselves into their careers. In the modern world, it has become extremely typical to ask candidates to demonstrate their skills during job interview, and many hiring decisions are made primarily on how good the candidates performed are in the interview.[8] Job seekers need to prove themselves by participating in debates and group discussions that primarily measure a candidate's performance or oral communication skills. Besides, professionals have to give oral presentations all the time in order to promote their products, companies, or train others. In addition, effective speakers greatly stimulate the audience, complete the attention of the audience and keep the same tempo until the end of the audience speech. The audience is deeply engaged in the speaker's speech, often forgetting the real world and putting all of their concentration on the speech. This is essential for good speaking skills, as everything depends on how people communicate their messages with others.

Speaking skills are essential for all English learners, regardless of their career goals or ambitions. These skills can help to achieve many of goals in life, such as getting better job opportunities, improving your business skills, and building your confidence level. In this modern world, it is essential to be able to speak clearly and effectively. If someone is

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[8] Parupalli Srinivas Rao, "The Impotance of Speaking Skill in English Classrooms", *ACIELJ*, Vol. 2, Issue-2, July 2019, p. 10.

good at speaking, they can easily dominate the world. Good communication skills are a key advantage for finding better employment opportunities. In modern interviews, the key skill that job seekers need to show is their ability to work well in groups. Therefore, job seekers need to acquire good oral communication skills in order to seize better opportunities. As learners practice these speaking skills in the EFL / ESL classroom, they will acquire these skills and will work well in activities both inside and outside the classroom.

d. The Elements of Speaking

It is a common desire for all of us to speak a second language well. David identifies that there are five important aspects of speaking ability, including pronunciation, grammar, vocabulary, fluency, and comprehension.[9]

1) Pronunciation

Pronunciation is the use of sound to communicate meaning. Harmer says that language users must know how to pronounce a word which is how to pronounce.[10] This knowledge consists of three areas; voice, pressure, and intonation. Related to pronunciation, Manser says

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[9] Harris P. David, *Testing English as a Second Language*, (New York: Georgetown University, 1986), p. 81.

[10] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Long Man Group UK Limited, 1991), p. 11.

that pronunciation is how languages and words are pronounced.[11] Pronunciation is one of the five important factors when it comes to speaking ability, as it helps to produce the correct sound patterns. It is important to ensure that students can communicate with others effectively and be understood.

2) Grammar

According to Harmer 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.[12] Studying grammar is similar to studying the function of sentences. To have effective communication, grammar is used both in spoken and written form.

3) Vocabulary

According to Richards and Renandya, vocabulary is a cores component of language proficiency and provides much of basis for how learners speak, listen, read, and write.[13] Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential. They may be discouraged from making use of learning language opportunities around them such as listening to the

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[11] Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2013), p. 133.

[12] Jeremy Harmer, "*the Practice of…*", p. 15.

[13] W.A. Renandya and J.C. Richards, "*Methodology in…*", p. 255.

radio, listening to the native speaker, using language in different context, and reading or watching television.

4) Fluency

According to Manser, he defines that fluency as the ability to speak a language readily and effectively.[14] Therefore, if students can speak English fluently, they have an excellent command of the language. When they speak well, it usually indicates that they have strong grammar and a wide vocabulary.

5) Comprehension

Manser defines comprehension is ability to understand.[15] Understand here speaker have ability to make their speaking could be understood by listener. Therefore, it is connected to having strong pronunciation, vocabulary, grammar, and fluency.

It is very important for people who learn the language to master the elements of speaking because they can acquire the ability to communicate. Knowing the elements of the speaking is the obligation of the students to master it.

e. The Assessment of Speaking

Speaking is the most difficult skill to assess accurately. Assessing speaking is difficult because there are many factors that influence

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[14] Manser, "*Oxford Learner's…*", p. 171.
[15] Manser, "*Oxford Learner's…*", p. 86.

impressions of how well someone can speak a language, expecting an accurate score appropriate to the purpose of assessment. According to Luoma, she says that comprehensibility of pronunciation (sound of speech), spoken grammar, and vocabulary used as the consideration of designing speaking assessments.[16] Though assessing speaking has some difficulties, for instance in oral performance, it is necessary to assess students' communication skills in a foreign language.[17] It implies teachers should able to apply an appropriate assessment approach in assessing speaking.

Rubrics can be used for scoring in performance assessment.[18] A rubric is a list of logical standards for students' work that describes the levels of performance for each quality. The main purpose of rubrics is to assess performances.[19] Three important features in scoring rubrics for performance assessment are evaluative criteria that include the factors for determining the quality of a student's response, description of the quality for all evaluative criteria, an indication of whether a holistic or analytic scoring approach is to be used.

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[16] S. Luoma, *Assessing Speaking*, (New York: Cambridge University Press, 2004).
[17] M.D. Miller, et al, *Measurement and Assessment in Teaching*, (New York: Pearson Education, 2009).
[18] David M. Lane, *Introduction to statistic*, (Houston: Rice University, 2013), p. 20.
[19] Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom*, (Alexandria: ASCD,2010), p. 24

Table 2.1
Rubric of Scoring Speaking in Performance Assessment[20]

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be understood even with a certain accent	There is a problem pronunciation so it makes listeners have to be focused and sometimes causes misunderstandings.	Difficult to understand because there are problem in pronunciation and the frequency is frequent	Often wrong in pronunciation so it can't be understood
Grammar	Almost no grammar mistakes	There are some grammatical errors but it does not affect the meaning	There are many grammatical errors that affect the meaning and often have to rearrange the conversation sentences	Grammar is really bad, so the conversations are very difficult to understand
Vocabulary	Sometimes the pronunciation is not right and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so it can be not understood	The vocabulary is so unlimited that it does not allow dialogue

[20] Nurhasanah and Mahrukh Basiar, *Buku Guru Bhasa Inggris*, (Jakarta: Pusat Kulrikulum dan Perbukuan, 2017).

Aspects	Score 4	Score 3	Score 2	Score 1
Fluency	Smooth dialogue, less of difficulties	The fluency is not really good because of the language problems	Often hesitate and stop because of language limitations	Often stop and be silent while talking, so that no dialogue is created
Comprehension	The entire content of the conversation can be understood even though there are occasional repetitions in certain parts	Most of the content of the conversation is understandable although there is some repetition	It is difficult to follow he dialogue except in the general dialogue section with slow conversation and lots of repetition	Incomprehensible even in the form of a short dialogue

f. Materials of Speaking

1) Suggest

Suggest means to present a suggestion that is to introduce or propose an idea or a plan for consideration.[21] Suggest means to propose a plan. It can be accepted or refused. Suggestions are abstract and can be in form of solutions, advice, plan, and idea.

Expressions/Gambits:

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[21] Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI Semester 1*, (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2014), p. 8.

a) Let's……

b) Why don't we……

c) We could……

d) What about……

e) How about……

f) I suggest that……

g) You might want to change……

h) I think……

i) I don't think……

Examples:

a) Let's go to the library.

b) Let's go to movies.

c) Why don't you do your homework before going out?

d) We could eat at home today.

e) What about eating at the new place?

f) How about going to Sam's place first?

g) I suggest that we call it a day.

h) You need to change your sleeping habits.

i) I think you should go and meet her.

j) I think we should do it this way.

2) Offer

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.[22] Offer means to help. It can be taken or refused. Offer can be in terms of food, money, solutions, friendship or a bargain.

Expressions/gambits:

a) May I ……

b) Can I ……

c) Shall I ……

d) Would you……

e) How about I ……

Examples:

a) May I give you a hand?

b) Can I help you?

c) Shall I bring you some tea?

d) Would you like another piece of cake?

e) How about I help you with this?

f) Can I clean the car for you?

g) Shall I help you with your homework?

h) I will do the washing, if you like.

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[22] Mahrukh Bashir, "*Bahasa Inggris…*", p. 10.

2. **Snowball Throwing Model**

a. **Definition of Snowball Throwing Model**

According to Nuryati et.al, Snowball Throwing is a learning model that requires active students in teaching and learning activities.[23] Snowball Throwing model as a way in teaching learning speaking in the form question and answers through play and throw snowball in group to other group or in group individually. Besides giving questions, students are also trained to answer questions posed by friends well.[24] Therefore, snowball throwing games is one of the active learning models for direct instruction of learners to the material presented.

Snowball throwing is a learning model that uses question ball which is made from a paper then shaped like a ball.[25] The question ball will be thrown consecutively to the members of the group. In line with Istarani, the main core of Snowball Throwing model is to explain the material to the leader, the leader explain to their groups, every group make a question in a ball paper, then the ball is thrown to other groups for answer that question.[26] Snowball Throwing model as the effective

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[23] Nuryati, et al, "Improving Students Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VIII SMP N 4 Pagaran Tapah Darussalam Provinsi Riau", *Jurnal Mahasiswa Prodi Bahasa Inggris UPP*, Vol. 1, No. 1, 2015, p. 2.

[24] J.Mc Carten, *Teaching Vocabulary*, New York: Cambridge University Press, 2007.

[25] Sofyan A. Gani, et al, "The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension", *Research Gate*, 2017, p. 19.

[26] Istarani, "*58 Model…*", p. 92.

teaching which they are learning to understand, perform, live togetherness, and thieve.

As reported by Suprijono, he describes that snowball throwing is an active learning to giving material and taking students' attention unconsciously.[27] Snowball throwing is a model that has goal to make the atmosphere which it is able to revise the students' structure of the sentences after the material was given. Students who understand the material will share it to their friends as much as knowledge that they got.

Based on definition above, snowball throwing is a model that could make students enjoy and it can decrease worry to some skills. It makes students more active at the class, for the reason that contains a big communication, and their challenge to be better than other friends. In addition, snowball throwing is a learning model speaking skill as an attempt to facilitate the students inserts the topic to avoid students less in speaking ability.

Many ways by the model can be used to increase speaking skill. One of them is snowball throwing model which it can increase students' speaking skill, because they have different role to practice in front of the class. Besides, snowball throwing can handle their problem to speak.

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[27] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*, (Yogyakarta: Pusaka Pelajar, 2013), p. 128.

b. Steps of Snowball Throwing Model

Snowball throwing is a solution for teacher who wants to teach speaking. Teachers need to know the step of this model. According to Istarani, he says that there are steps of implements snowball throwing model, they are as follows:

1) Teacher delivers the material that will be learning.

2) The teacher forms a group and calls the group leader to provide an explanation of the material being taught to students.

3) The groups return to their respective groups and explain the material, the teacher delivers to their friends.

4) Each student is given a sheet of paper, to write down one question about the things that have been explained by the group leader.

5) The paper containing the statement or question is made into a ball and one student throws it to another student for about 15 minutes.

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

7) Closing[28]

Asmani gives the steps in using Snowball Throwing, they are:

1) The materials will be given by the teachers.

2) The teacher will make a group and every moderator is given the explanations to be delivered to the members of the group.

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[28] Istarani, "*58 Model…",* p. 92-93.

3) The materials are given by moderator as the role.

4) Next, the members of the group given a work paper should write a question involve the materials explained.

5) After the students made a question, they should make their paper containing a question is like a ball and throws it from a student to another for 15 minutes.

6) Then, every student will get a snowball paper and they are given an opportunity to answer the question from the paper as by turn.

7) The materials are evaluated by the teacher.

8) Learning process is ended by the teacher.[29]

From three statements above, researcher applied the first theory. It describe that each group member will prepare their turn to answer the questions that are on the ball paper. Snowball throwing is a good learning model for activity learning speaking.

c. **The Advantages and Disadvantages of Snowball Throwing Model**

Every learning model has advantages and disadvantages. Snowball throwing also has both that teachers must know. Istarani lists the advantages and the disadvantages of the Snowball Throwing as follows:

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[29] Asmani, Jamal, *Buku Panduan Internalisasi Pendidikan Karakter Sekolah*, (Yogyakarta: Diva Press, 2011), p. 47.

1) The Advantages

    a) It improves leadership skills among students because there is a group of leader whose responsibility is to convey messages to his/her friends as members of his/her group.

    b) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of his/her friends.

    c) It develops creativity of the students who have to create questions and form their paper into a ball.

    d) It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.[30]

        It means that students who active using snowball throwing which it made a lively classroom. A student as leader helped them to lead discussion which the purpose is to make others students more practice English. The more they speak in English, the more vocabulary and good pronunciation they have.

2) The Disadvantages

    a) The leader who often conveys material to his friends does not match what is conveyed by the teacher.

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[30] Istarani, "*58 Model…*", p. 93-94.

b) It is difficult for students to accept explanations from friends or the leaders because it is not clear in the explanation of the material.

c) It is difficult for students to make questions properly and correctly.

d) It is difficult to understand for students who receive questions that are not clearly directed so that it is difficult for them to answer these questions.

e) It is difficult to control whether the learning is achieved or not.

Every model of teaching has disadvantages which it can be solved. In snowball throwing model, we can build motivation a leader in every group that he will manage members of the group orderly and teacher can manage the time based on limited time in once meeting. Teachers must have a good strategy for this learning model to make it work well.

3. **Teaching Speaking by Using Snowball Throwing Model**

There are many models to teach speaking. Teachers should do the model to make student's more understand about the lesson. In this research, snowball throwing model is the way to teach speaking in experimental class. The material that will be teach by using snowball throwing model is suggest and offer. Here are some ways to teach speaking by using snowball throwing model.

Initial Activity

Activity	Details (T=Teacher, S=Students)	Time Allocation (in minute)
Prepare students' psychologically and physically to follow the learning process;	1. Pray; 2. Greetings (How are you?); 3. Check attendance; 4. Check media (white board, LCD, speaker active)	5'
Ask questions about the experience of students in meetings;	*T: Do you ever do any kind of meeting?*	2'
Deliver students to a problem or task that will be carried out to study a material and explain the learning objectives or KD to be achieved;	*T: Today we are going to learn about Suggest and offer.*	1'
Conveying an outline of the scope of the material and an explanation of the activities that students will carry out for students to solve problems or assignments.	*T: You will be shown some example video of suggestion and offer.*	2'

Core Activity

Activity	Details (T=Teacher, S=Students)	Time Allocation (in minute)
Observing 1. Students listen to the expressions of giving suggestions and offers and responding with the word pressure, the correct spelling intonation as well as a polite and caring attitude.	Students are given several examples of dialogs stating suggest and offer long with their responses *T: Pay attention to the example above.*	10'

2. Students try to imitate their pronunciation and write down the phrases that they use. 3. Students learn to take turns in carrying out acts of communication.		
Questioning With guiding questions from the teacher, students asking: a. Social function b. Expressions used to give suggest and offer c. The use of linguistic elements from communicative action giving suggest and offer and response.	Students look for the meaning of difficult words as well as information obtained with the guidance and direction of the teacher. *T: What did you get from those example?* *Did you find any difficult word?*	5'
Exploring 1. Students independently look for additional knowledge about the purpose of expressions and linguistic elements used in expressions of giving suggest and offer and responding. 2. Students practice using the expressions. 3. Students practice taking turns and using politeness in communicating.	*T: Please do the exercise on page 13 to 16.*	20'
Associating 1. Students analyze expressions to express giving and receiving suggest and offer by grouping them based on utilization.	*T: Do the exercise on page 17* *Here you will be given some situation and please make a short conversation with your partners appropriate for the situation that has been granted.*	15'

2. In guided group work, students compare the expressions of giving suggest and offer and other responses and linking them with various expressions that might be used according to the context of their utilization. 3. Students got feedback from the teacher and friends about what is conveyed in group work. 4. Students compare how to take turns respond with those obtained from other sources.		
Communicating 1. Students role play giving suggest and offer and responses. 2. Students use expressions of giving suggest and offer in the context of reasonable communication inside and outside the classroom in the form of conversations or simulations by paying attention to the social function of expressions and linguistic elements and strategies. 3. Students make 'learning journal'	Students present their work with their peers in front of their friends accompanied by teacher.	10'

Closing

Activity	Details (T=Teacher, S=Students)	Time Allocation (in minute)
The teacher with students makes summary of the lesson together or by him/herself.	Summarize the activities that have been carried out.	3'
Teacher and students carry out assessments or reflections on activities that have been carried out in a consistent and programmed manner together or by him/herself.	*T : What did we learn just now? What new words did you learn?*	3'
Teacher and students provide feedback on the process and learning outcomes together.	*T : Did you enjoy the lesson? Did you get the point?*	1'
Teacher and students plan follow-up activities in the form of remedial learning, counseling service enrichment programs or assignments together or by him/herself, both individual and group assignments according to students learning outcomes.	*T : At home, please do the exercise on page 19. And submitted it next week.*	1'
Teacher and students convey the lesson plan at the next meeting together or by him/herself..	*T : Tomorrow we will discuss about Giving opinion.*	1'

4. **Teaching Speaking by Using Teacher's Model**

This research is taken in SMAN 3 Padangsidimpuan at the XI-IS class. The XI-IS 2 is the control class. The class uses teacher's model to teach speaking. Here are some ways to teach speaking by using teacher's model.

Teachers Activity	Students' Activity
Initial Activities	
1. Teacher opens with greetings 2. Teacher asks one of the students to lead a prayer before starting the lesson 3. Teacher checks the presence of students as an attitude 4. Teacher prepares students' physically and psychologically to start learning 5. Teacher introduce him/herself to students and conveys the purpose of coming to class 6. Teacher informs the subject matter that will be discussed at the meeting.	1. Students give feedback of the greetings 2. Students pray according to their respective religions 3. Students listen and raise his/her hand according to his/her name 4. Students prepare to learn 5. Students listen to learning objectives 6. Students answer the teacher's questions according to the topic
Core Activity (Snowball Throwing Model)	
1. Students explain the material "Suggest and Offer" 2. Teacher divide the class into several groups 3. Teacher asks students to choose the leader of each group 4. Teacher asks the group leaders to come to front of the teacher's desk 5. Teacher explains additional material to each group leader	1. Students listen to the teacher's explanation 2. Students gather in their respective groups 3. Each group elects its own group leader 4. Each group leader comes to the front of the teacher's table 5. The group leader listen and remember the additional material provided by the teacher

6. Teacher asks the group leader to explain the material back to his/her group mates. 7. Teacher asks students to make a question on a piece of paper 8. Teacher asks each group to roll the paper like a snowball and throw it to the other groups 9. Teacher gives a score of the answer	6. The group leader returned to their respective groups and re-explained the additional material that was presented by the previous teacher 7. Each group writes question about the material in a piece of paper 8. Each group rolls the paper like a snowball and throw it to another groups 9. Each group answers the question that are obtained from the results of the throwing paper
Closing Activities	
1. Teacher re-explanation the material "Suggest and Offer" 2. Teacher ends the lesson by greetings	1. Students make resumes about the important points that arise in the learning activities that are carried out 2. Students give feedback of the greetings

B. Review of Related Findings

There are several related findings that support this research. The first research by Mei is aimed to know whether there is a significant difference scores on the students speaking ability before and after being taught by using snowball

throwing technique.[31] The result shows that the students get good achievement in master speaking ability after being taught by using snowball throwing technique. This technique is effective to teach speaking and it is practically accepted to improve the students' speaking at SMP N 5 Tulungagung.

The second research is done by Sugiarto, this research is made to find out the effect of applying snowball throwing on student's vocabulary mastery. .[32] This research was used experimental research. The researcher found that there was a significant difference between the students' score in experimental group and control group. It was known by the mean score of the post-test in experimental group was higher than mean score of post-test in control group. Based on the result of this research, the researcher found that there is a significant effect of applying snowball throwing on student's vocabulary mastery of SMA Swasta Rakyat Pancuran Batu at tenth grade.

The third is Risnawati's research. The objective of the research was to find out whether there is significant effect the student's reading comprehension before and after being taught using snowball throwing.[33] Based on the data analysis, there is conclusion that had been described as follow. From this research, it was found that the snowball throwing model was positive effect on teaching and

[31] Sinta Puspita Elvira Mei, "The Effectiveness of Using Snowball Throwing Technique Towards The Students' Speaking Skill Mastery", *Skripsi*, (Tulungagung: IAIN Tulungagung, 2016).

[32] Dwi Sugiarto, "The Effect of Snowball Throwing Model on Students Vocabulary at SMA Swasta Rakyat Pancur Batu", *Skripsi*, (Medan: University of Muslim Nusantara Al-Washliyah Medan, 2021).

[33] Tuti Risnawati, "The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension", *Skripsi*, (Medan: University of Muhammadiyah Sumatera Utara, 2018).

learning process to English teacher especially in teaching reading. It means that there was a significant effect of applying snowball throwing model assisted by audio on the students' reading comprehension.

The fourth is the research by Chisti. This study aimed to know the effect of using snowball throwing in teaching writing at the seventhgrade of SMPN 1 Mojo.[34] The finding of this research shows that snowball throwing as learning model give contributions to the students' writing ability because they can enjoy the process of teaching learning writing. It affects the students' writing ability. It can be said that there is a significant effect of teaching writing using snowball throwing to seventh grade students of SMPN 1 Mojo Kediri in academic year 2015/2016.

The fifth research is made by Khaliza, This research is made to find how is the improvement of the students' accuracy structure and accuracy vocabulary after applying snowball games.[35] The result of the research data analysis concluded that using snowball games can improve speaking skill of students at SMPN 1 Balocci. This game is one of the active learning that can improve students' speaking skill especially in accuracy structure and accuracy vocabulary. Based on the discussion above, there is significant improvement.

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[34] Banat Ali Chisti, "The Effect of Using Snowball Throwing to Students' Writing Ability at The Seventh Grade of SMPN 1 Mojo Kediri in Academic Year 2015/2016", *Skripsi*, (Kediri: University of Nusantara PGRI Kediri, 2021).

[35] Siti Nur Khaliza, "The Effect of Speaking Skill by Using Snowball Games", *Skripsi*, (Makassar: Muhammadiyah Univesity of Makassar, 2021).

Based on five researches above, this research has similarity with all of the research before. Researcher tries to use Snowball Throwing model in teaching speaking ability at XI Grade of SMA N 3 Padangsidimpuan. Hopefully this learning model can apply for teaching Speaking.

C. Conceptual Framework

Speaking is a basic knowledge that students must be mastered in English. It is the important skill to achieve for all the grade of students. But it is not easy to learn speaking English. Students have some problem in speaking English such as lack of vocabulary and pronunciation, lack of motivation to study, and feel bored easily.

A learning model is one of the solving problems for this case. It can make people interested in learning speaking. It can be said that learning model is a fun way to learn. In this case, the researcher chooses snowball throwing as model to master speaking ability. Snowball throwing is a learning model that can be used to master speaking ability based on some experts. Not only mastering the vocabulary, but as well as pronunciation.

The researcher used snowball throwing to know if this model gives a significant effect on students' speaking ability. To test the hypothesis, the researcher needs some steps. First, the researcher gives a pretest to students to know their knowledge. Then dividing them into experimental class by using snowball throwing model and control class with conventional strategy. After

giving a treatment, the students are given a postest to compare students' speaking

ability by using snowball throwing model and teacher's teaching model.

The conceptual framework that was done is as below:

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│ The students are lack to mention many    │
│ vocabularies and lack of pronunciation in│
│ speaking                                  │
└─────────────────────────────────────────┘
                    │
          ┌──────────────────┐
          │ Snowball Throwing │
          └──────────────────┘
                    │
          ┌──────────────────┐
          │     Pre test      │
          └──────────────────┘
            ╱              ╲
┌──────────────────────┐  ┌──────────────────────┐
│ Experiment class with │  │ Control class with    │
│   Snowball Throwing   │  │  teacher's            │
│                       │  │  teaching model       │
└──────────────────────┘  └──────────────────────┘
            ╲              ╱
          ┌──────────────────┐
          │     Post test     │
          └──────────────────┘
                    │
          ┌──────────────────┐
          │    Hypothesis     │
          └──────────────────┘
            ╱              ╲
┌──────────────────┐      ┌──────────────────┐
│       Ha         │      │       H0         │
└──────────────────┘      └──────────────────┘
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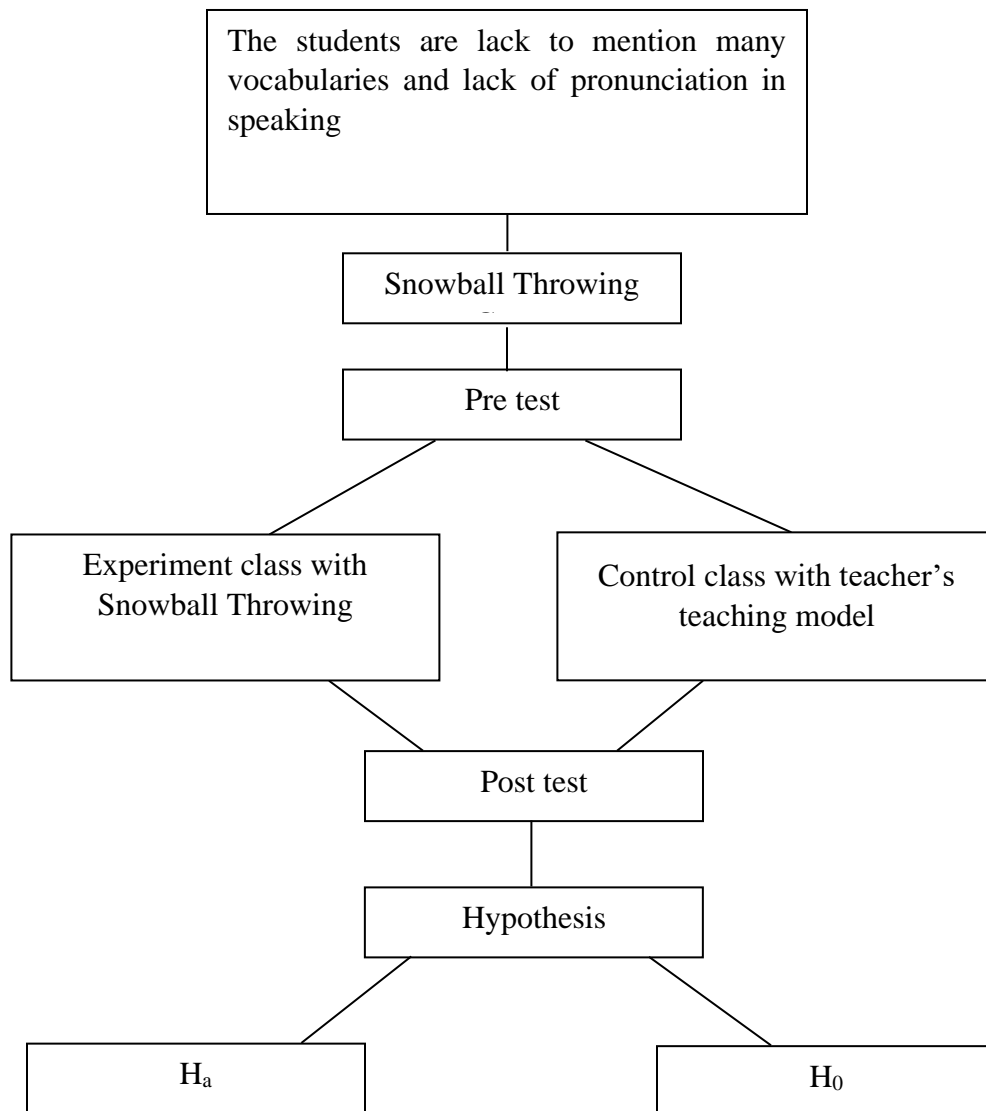
I. Hypothesis

The researcher formulated the hypothesis of this research as follows:

H$_a$: There is a significant effect of using snowball throwing model on students' speaking ability at XI Grade of SMA N 3 Padangsidimpuan.

BAB III

RESEARCH METHODOLOGY

A. The Place and Time of Research

This research was conducted at SMA N 3 Padangsidimpuan. It is located in Padang Matinggi, SMA III Street, Southeast Padangsidimpuan, North Sumatera province. This research started from August 2022 up to finish.

B. The Research Design

The kind of the research is quantitative research with experimental method. True experimental used in this research with pretest-post test control group design. In this research, the researcher used two classess, as an experimental class and as control class. Both classes conducted pre-test and post-test. The experimental class was given snowball throwing model and the control class was given teacher's teaching model. It could illustrate in the table below:

Tabel 3.1
Table of Collecting Data Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	Snowball Throwing Model	√
Control Class	√	Teacher's Teaching Model	√

C. The Population and Sample

1. Population

The research was done in the eleventh Grade IS students of SMA N 3 Padangsidimpuan. The population of the sample consisted of 6 classes of IS with 121 students. It could be seen in the following table:

Table 3.2
The Population of the eleventh Grade SMA Negeri 3 Padangsidimpuan

No	Class	Total Students
1.	XI IS 1	30
2.	XI IS 2	30
3.	XI IS 3	32
4.	XI IS 4	29
Total		121

2. **Sample**

The sample for this research took at grade XI students of SMA N 3 Padangsidimpuan. The researcher used random sampling for choosing the sample. Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The researcher collected the names of all population and take the name randomly. Then, the research was divided into experimental and control class. In this research, there were more than 100 population. So, the researcher took 30 people of experimental class and 30 people of control class. There were 60 students to be sample.

Table 3.3

Samples of the Reseach

Experimental Class	XI IS 1	30 Students
Control Class	XI IS 2	30 Students
Total		60 Students

D. The Instrument of The Research

        Instrument is the most important thing in a research. Instrument for this research was a test. The test wasan oral test. There were two tests in this research. They were pre-test and post-test. The researcher gave a test about speaking that is related to "Suggest and Offer".

Table 3.4

Assessment of Speaking

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be understood even with a certain accent	There is a problem pronunciation so it makes listeners have to be focused and sometimes causes misunderstandings.	Difficult to understand because there are problem in pronunciation and the frequency is frequent	Often wrong in pronunciation so it can't be understood
Grammar	Almost no grammar mistakes	There are some grammatical errors but it does not affect the meaning	There are many grammatical errors that affect the meaning and often have to rearrange the conversation sentences	Grammar is really bad, so the conversations are very difficult to understand

Aspects	Score 4	Score 3	Score 2	Score 1
Vocabulary	Sometimes the pronunciation is not right and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so it can be not understood	The vocabulary is so unlimited that it does not allow dialogue
Fluency	Smooth dialogue, less of difficulties	The fluency is not really good because of the language problems	Often hesitate and stop because of language limitations	Often stop and be silent while talking, so that no dialogue is created
Comprehension	The entire content of the conversation can be understood even though there are occasional repetitions in certain parts	Most of the content of the conversation is understandable although there is some repetition	It is difficult to follow he dialogue except in the general dialogue section with slow conversation and lots of repetition	Incomprehensible even in the form of a short dialogue

E. The Validity and Reliability of Instrument

1. Validity

Validity is important in all forms of research and all types of tests and measures and is best though of in terms of degree. They are highly valid, moderately valid, and generally invalid. Validation begins with an understanding of the interpretation to be made from the selected tests or

instruments. It then requires the collection of sources of evidence to support the desired interpretation.

A good test must have a validity. So the test can use to measure the aspects that will be measure. In this case, the researcher uses construct validity. Construct validity is a part of the test as a totality to measure the test by content. The researcher validated the test to the expert. There are two valid essay tests that give by the researcher. One question for pre-test and one question for post-test. Another reqirement is also importants for a researcher is reliability. The result of the research must reliable.

2. Reliability

Reliability means the result of the test has similarity. The research instruments say to have a high reliability value, if the test make to have consistent results in a measure that would be measure. Construct validity and reliability are a test validity based on the judgement of the experts. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving or maybe the instrument is failed to use. The researcher used oral test to the students' speaking suggest and offer ability. In this research, criteria of score is based on four aspects of speaking assessment, they are pronunciation, grammar, vocabulary, fluency, and comprehension.

F. The Technique of Data Collection

The researcher gave the test and treatment to get the data from the students. It was used to see the effect of the technique was given. Procedures of the research were:

1. **Pre-test**

Pre-test is a test that gave before doing the treatment. Pre-test was given to experimental class and control class. Pre-test means to see the students basic knowledge before applying the snowball throwing model. The researcher did some steps for pre-test. The steps could be see below:

a. The researcher created some question about Suggest and Offer.

b. Then, the researcher shared the paper of the test and answered sheets to both classes, experimental and control class.

c. Next, the researcher explained the way to answer the test.

d. After that, the students were given time to answer.

e. The researcher collected the students' answer.

f. The last, the researcher checked the answer sheets and counted the students score.

2. **Treatment**

Treatment was where the researcher did the model. The researcher gave material to students about Suggest and Offer. The ways to teach both classes were in different ways. In experimental class, the researcher used

snowball throwing model. Meanwhile, in control class taught with the teacher ways without a learning model or media.

Here are some steps of sonwball throwing model, they are:

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 gives opportunity for the students to answer question that are written in ball.

g. Closing

3. Post-test

Post-test was a test that did after gave the treatment. The test was given to both classes. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They were:

a. First the researcher prepared a test about Suggest and Offer.

b. Second, the researcher gave the paper of the test and answered sheets to both experimental and control class.

c. Then, the researcher explained the tips to answer.

d. The students answered the question.

e. Next, the researcher collected the answer sheets.

f. The last, the researcher checked the students answer and counted the score.

G. The Technique of Data Analysis

Data was collected after doing tests. It used independent sample t-test to analyze the data. There were two tests that must be done before analyzing the data. They are normality test and homogeneity test.

1. Requirement Test

a. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research was been conducted by SPSS v.24. The data was calculated by Shapiro Wilk. If the number of samples in the study is less than 100 students, the significances level of test is 5% or 0.05.

b. Homogeneity Test

Homogeneity test was used to see the data from two classes whether the class same or different in variant case. They are control class

and experimental class. The researcher used SPSS v.24. Based on the criteria for testing data homogeneity used SPSS v.24 obtained a value significance based on mean >0.05.

2. **Hypothetis Test**

Hypothesis is the provisional research. So, the researcher needs to analyze the data which have been divided into two groups, experimental class and control class. The data has been analyzed by using t-test formula with SPSS v.24.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of using snowball throwing model on students' speaking ability. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis with using SPSS v.24.

A. Description of Data

1. Data Description of Pre-Test in Experimental Class

The researcher took class XI IS 1 as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table 4.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1385
Highest score	65
Lowest score	30
Mean	46.17
Median	45.00
Modus	45
Range	35
Interval	6
Standard deviation	9.162
Variant	83.937

Total score is the total of points that is got by students, it is 1385 total of score in pre-test experimental class. The reseacrher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30. Next, mean can be said to be representative of the data set. Mean in this data was 46.17.

Then, median is the middle of value after all the data is sorted, the researcher got 45.00 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 45. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval,it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 9.162. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 83.937. For frequency distribution of control class in pre-test can be seen in the table below.

Table 4.2

Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Mid-Point	Percentages
1	30-35	4	32.5	13.33%
2	36-41	6	38.5	20%
3	42-47	8	44.5	26.66%
4	48-53	5	50.5	16.66%
5	54-59	4	56.5	13.33%
6	60-65	3	62.5	10%
	$i = 6$	30		99.98%

From the table 4.2, it can be concluded that the most students are in interval 42-47 (8 students/26.66%). The least students are in interval 60-65 (3 student/10%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 30 up to 35 was 4.36 up to 41 was 6.42 up to 47 was 8.48 up to 53 was 5, 54 up to 59 was 4 and 60 up to 65 was 3. The histogram shows that the highest interval (42-47) was 8 and the lowest interval (60-65) was 3.

Figure 1: Pre-test Histogram of Experimental Class

From the table frequency above, it shows that the students' score is in class interval 30-35 (32.5) was 4 students (13.33%). Class interval 36-41 (38.5) was 6 students (20%). Next, class interval 42-47 (44.5) was 8 students (26.66%). Then, class interval 48-53 (50.5) was 5 students (16.66%). Class interval 54-59 (56.5) was 4 students (13.33%). The last, class interval 60-65 (62.5) was 3 students (10%).

2. **Data Description of Pre-Test in Control Class**

In pre-test of control class, the researcher calculated the result that had gotten by the students as table below.

Table 4.3
The score of Control Class in Pre-test

Description	Pre-Test
Total Score	1380
Highest score	65
Lowest score	30
Mean	46.00
Median	45.00
Modus	45
Range	35
Interval	6
Standard deviation	8.030
Variant	64.483

Total score is the total of points that is got by students, it is 1380 total of score in pre-test control class. The reseacrher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score was 30.

Next, mean can be said to be representative of the data set. Mean in this data was 46.00. Then, median is the middle of value after all the data is sorted, the researcher got 45.00 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 45. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval,it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.030. Last, variant is the sum of the squares of all deviations of individual

values to the group mean, it was 64.483. For frequency distribution of control

class in pre-test can be seen in the table below.

Table 4.4

Frequency Distribution of Control Class in Pre-test

No	Interval Class	Frequency	Mid-Point	Percentages
1	30-35	4	32.5	13.33%
2	36-41	5	38.5	16.66%
3	42-47	10	44.5	33.33%
4	48-53	6	50.5	20%
5	54-59	3	56.5	10%
6	60-65	2	62.5	6.66%
	$i = 6$	30		99.98%

From the table above, it can be concluded that the most students are in

interval 42-47 (10 students/33.33%). The least students are in interval 60-65

(2 student/6.66%).

Clear description of the data is presented in histogram. Based on figure

below, the frequency of students' score from 30 up to 35 was 4.36 up to 41

was 5, 42 up to 47 was 10, 48 up to 53 was 6, 54 up to 59 was 3, and 60 up to

65 was 2. The histogram shows that the highest interval (42-47) was 10 and
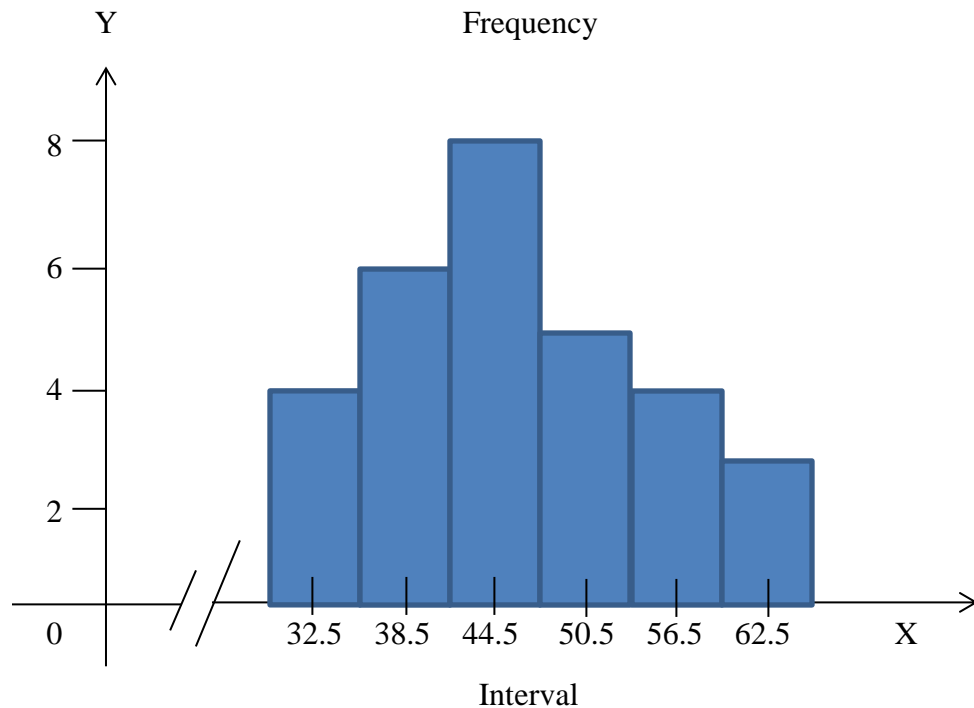
the lowest interval (60-65) was 2.

Figure 2: Pre-test Histogram of Control Class

From the table frequency above, it shows that the students' score is in class interval 30-35 (32.5) was 4 students (13.33%). Class interval 36-41 (38.5) was 5 students (16.66%). Next, class interval 42-47 (44.5) was 10 students (33.33%). Then, class interval 48-53 (50.5) was 6 students (20%). Class interval 54-59 (56.5) was 3 students (10%). The last, class interval 60-65 (62.5) was 2 students (6.66%).

3. Data Description of Post-Test in Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by snowball throwing model. It can be seen in table 4.5.

Table 4.5
The score of Experimental Class in Post-test

Description	Post-Test
Total Score	1915
Highest score	80
Lowest score	45
Mean	63.83
Median	65.00
Modus	65
Range	35
Interval	6
Standard deviation	8.167
Variant	66.695

Total score is the total of points that is got by students, it is 1915 total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 80. While the lowest score, the smallest value in a data sequence. For the lowest score was 45. Next, mean can be said to be representative of the data set. Mean in this data was up to 63.83. Then, median is the middle of value after all the data is sorted, the researcher got 65.00 of median after calculating using SPSS v.24.

Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 65. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.167. Last, variant

is the sum of the squares of all deviations of individual values to the group mean, it was 66.695. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.6

Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Mid-Point	Percentages
1	45-50	2	47.5	6.66%
2	51-56	4	53.5	13.33%
3	57-62	7	59.5	23.33%
4	63-68	8	65.5	26.66%
5	69-74	5	71.5	16.66%
6	75-80	4	77.5	13.33%
	$i= 6$	30		99.97%

From the table above, it can be concluded that the most students are in interval 63-68 (8 students/26.66%). The least students are in interval 45-50 (2 student/6.66%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 45 up to 50 was 2, 51 up to 56 was 4, 57 up to 62 was 7, 63 up to 68 was 8, 69 up to 74 was 5, and 75 up to 80 was 4. The histogram shows that the highest interval (63-68) was 8 and the lowest interval (45-50) was 2.
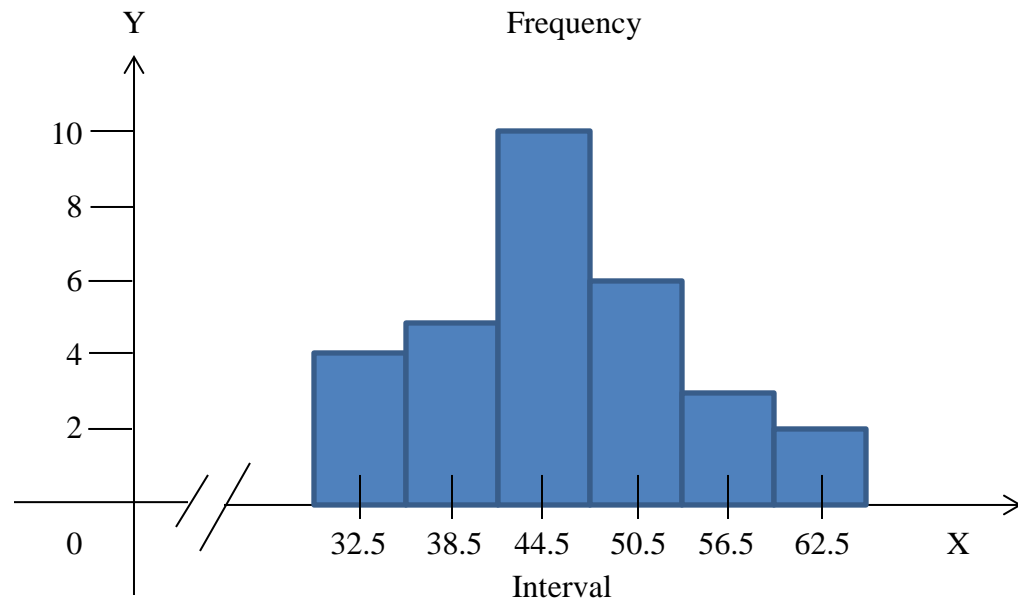
Figure 3: Post-test Histogram of Experimental Class

From the table frequency above, it shows that the students' score is in class interval 45-50 (47.5) was 2 students (6.66%). Class interval 51-56 (53.5) was 4 students (13.33%). Next, class interval 57-62 (59.5) was 7 students (23.33%). Then, class interval 63-68 (65.5) was 8 students (26.66%). Class interval 69-74 (71.5) was 5 students (16.66%). The last, class interval 75-80 (77.5) was 4 students (13.33%).

4. **Data Description of Post-Test in Control Class**

The calculated of result that have gotten from students in control class in practicing the test.

Table 4.7
The score of Control Class in Post-test

Description	Post-Test
Total Score	1660
Highest score	75
Lowest score	40
Mean	55.33
Median	55.00
Modus	60
Range	35
Interval	6
Standard deviation	8.996
Variant	80.920

Total score is the total of points that is got by students, it is 1660 total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control post-test was about 75. While the lowest score, the smallest value in a data sequence. For the lowest score was under 40. Next, mean can be said to be representative of the data set. Mean in this data was 55.33.

Then, median is the middle of value after all the data is sorted, the researcher got 55.00 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 35. Distance between classes is understanding of interval, it was 6 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how

close the data is to the mean value, it was 8.996. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 80.920. For frequency distribution of experimental class in post-test can be seen in the table below.

Table 4.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Mid-Point	Percentages
1	40-45	5	42.5	16.66%
2	46-51	6	48.5	20%
3	52-57	6	54.5	20%
4	58-63	7	60.5	23.33%
5	64-69	4	66.5	13.33%
6	70-75	2	72.5	6.66%
	$i = 6$	30		99.98%

From the table above, it can be concluded that the most students are in interval 58-63 (7 students/23.33%). The least students are interval 70-75 (2 students/6.66%).

Clear description of the data is presented in histogram. Based on figure below, the frequency of students' score from 40 up to 45 was 5, 46 up to 51 was 6, 52 up to 57 was 6, 58 up to 63 was 7, 64 up to 69 was 4, and 70 up to 75 was 2. The histogram shows that the highest interval (58-63) was 7 and the lowest interval (70-75) was 2.
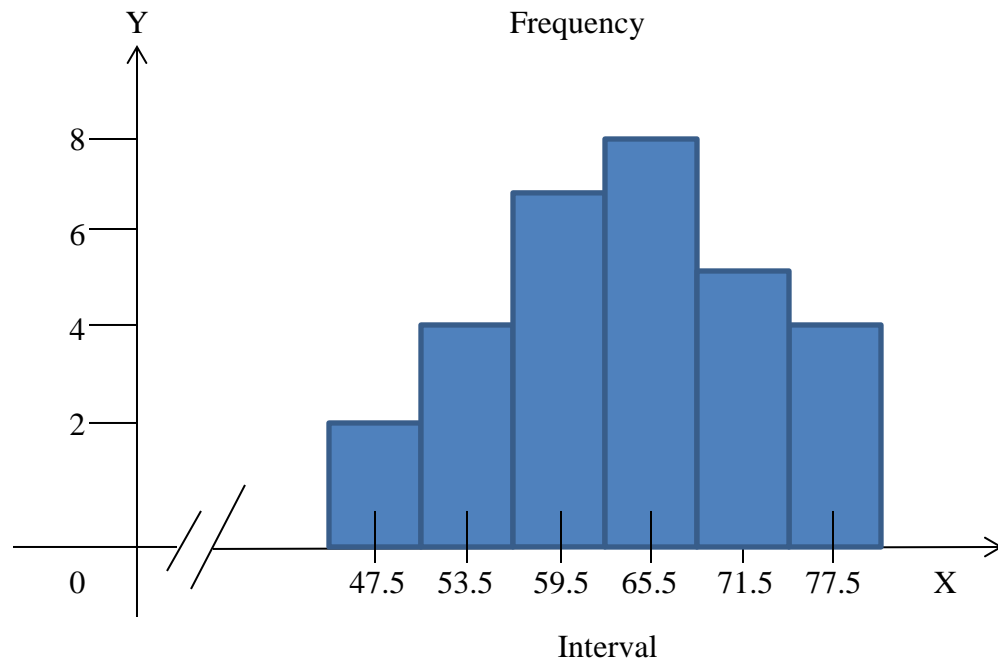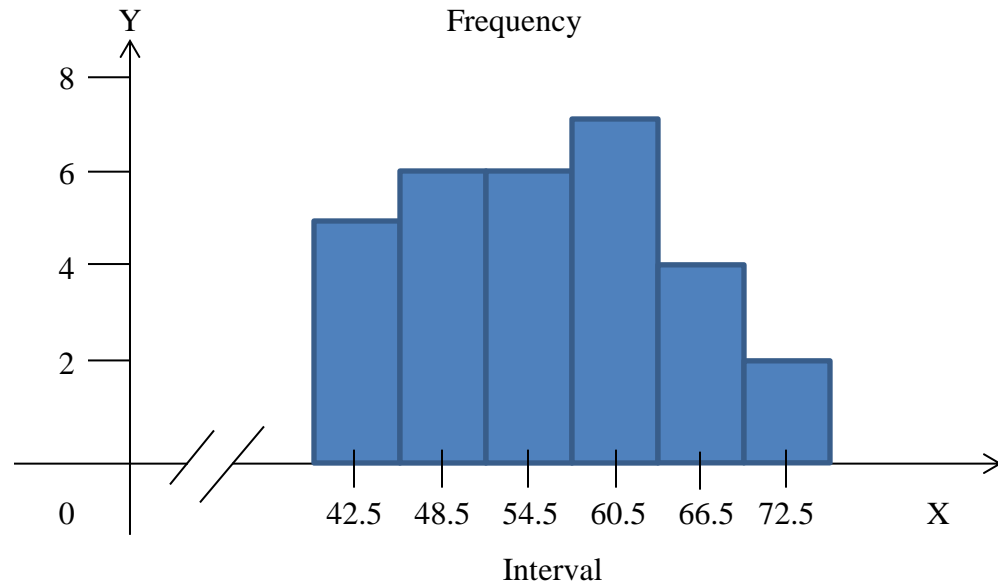
Figure 4: Post-test Histogram of Control Class

From the table frequency above, it shows that the students' score is in class interval 40-45 (42.5) was 5 students (16.66%). Class interval 46-51 (48.5) was 6 students (20%). Next, class interval 52-57 (54.5) was 6 students (20%). Then, class interval 58-63 (60.5) was 7 students (23.33%). Class interval 64-69 (66.5) was 4 students (13.33%). The last, class interval 70-75 (72.5) was 2 students (6.66%).

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. **Pre- Test**

1) **Normality Test**

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hyphothesis that test in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk<0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 it was obtained that the experimental class was 0.194 and the controll class was 0.084. In other word, 0.194>0.05 in experimental class and 0.084>0.05 in control class.

Table 4.9
Normality in Pre-test
Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Pre-Test	.952	30	.194
	Control Class in Pre-Test	.939	30	.084

a. Lilliefors Significance Correction

The calculation it was found that *Shapiro Wilk*> 0.05. So it can be concluded that pre-test data in experimental class and controll class were normally distributed.

2) Homogeneity Test

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation (Appendix 7), obtained a significance value (sig) was 0.427. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean>0.05 or 0.427>0.05 it means the pre-test value of the sample has a homogeneous variance.

Table 4.10
Homogeneity in Pre-test

Result

Levene Statistic	df1	df2	Sig.
.639	1	58	.427

b. Post- Test

1) Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hyphothesis that was tested in normality test as follows:

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk<0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 (Appendix 8) it was obtained that the experimental class was 0.391 and the controll class was 0.182. In other word, 0.391>0.05 in experimental class and 0.182>0.05 in control class.

Table 4.11
Normality in Post-Test
Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Post-Test	.964	30	.391
	Control Class in Post-Test	.951	30	.182

a. Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk*> 0.05 so it can be concluded that post-test in experimental class and controll class were normally distributed.

2) **Homogeneity Test**

The homogeneity of variance test aims to determine whether the iniatial value (post-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation (Appendix 8), obtained a sinificance value (sig) was 0.596. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean>0.05, or 0.596>0.05 it means the post-test value of the sample has a homogeneous variance.

Table 4.13
Homogeneity of Post-test
Test of Homogeneity of Variances

Result

Levene Statistic	df1	df2	Sig.
.285	1	58	.596

C. Hyphothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hyphothesis using Independent Sample T-test using SPSS v.24. The hyphothesis that has been tested as follows:

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of using snowball throwing model on students' speaking ability at the XI grade of SMAN 3 Padangsidimpuan.

Based on the calculation in Post-Test by using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or 3.832>2.00172 (The calculation in Appendix 9). Based on the test criteria, H_a is accepted. It means that the students' speaking ability in experimental class using snowball throwing model increased. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "Snowball Throwing Model" significantly affects on speaking ability at the XI grade students of SMAN 3 Padangsidimpuan. The result of T-test is as below:

Table 4.14

The result of T-test

Result	
t_{count}	t_{table}
3.832	2.00172

D. Findings

The purpose of this research is to find out the answer of the problem formulation in chapter 1. After doing the research in the XI grade of SMAN 3 Padangsidimpuan about students' speaking ability. There are some findings that was found by researcher. First, the researcher got the snowball throwing model significantly affects on students' speaking ability at the XI grade of SMAN 3 Padangsidimpuan. It can be seen while the hypothesis was tested. Second, how the snowball throwing model significantly affects on students' speaking ability. The researcher gave the test to students at the first. After that, the researcher divided students into experimental and control class. Then giving them the post-test at the last. The researcher found the total score in experimental class was significantly increased, while the control class was also increased but not significantly. Control class was also increased because they were being taught by teacher strategy. But it's not as good as when using snowball throwing model.

E. Discussion

The researcher provided the similar cases with this research. The first researcher was conducted by Mei. It was found that the statistical test by using t-test shows that t_{count} is 15.432 and then t_{table} at 0.05% level significance is 2.037. It means that t_{count} was bigger than t_{table} with degree of freedom (*df*) 31 and the level of significance 5% .[36] Thus, it can be concluded that Snowball Throwing

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[36] Sinta Puspita Elvira Mei, "The Effectiveness…", 2016.

Technique is effective technique to teach speaking. It can be used as an alternative technique to stimulate students' practice in speaking.

The second researcher was conducted by Afiska. She indicated that there was a significant of snowball throwing method towards students, speaking ability .[37] Based on the result of the data which it showed that alternative hypothesis is accepted and null hypothesis was rejected, then explain that the researcher assumption was true. It can establish from the result of T-Test obtained significant score 2-tailed is 0.00, because Paired Sample T-Test is sig <0.05, it described that the null hypothesis was rejected and alternative hypothesis was accepted.

Based on two researches above, this research has similarity with them. According to Istarani, she said that the main core of Snowball Throwing model is to explain the material to the leader, the leader explain to their groups, every group make a question in a ball paper, then the ball is thrown to other groups for answer that question.[438] The result of this research found that theory of Istarani has been proven and snowball throwing model gives the significant effect for students in XI grade. It can be seen from the research hypothesis that there is a significant effect of Snowball Throwing Model on Students' Speaking Ability at Grade XI of SMAN 3 Padangsidimpuan. In pre-test, the students got mean score

[37]Afiska, "The Influence…", 2018.
[38]Istarani, "*58 Model…*", p. 92.

46.17 for experimental class and 46.00 was in control class. In post-test, the mean score of experimental class was 63.83 and controll class was 55.33.

F. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data,and from arranging proposal until finishing thesis, so the research knew that is was far from the excellent thesis.

The researcher found the threats of this research as follow:

1. Snowball throwing model has not used in learning speaking in the classroom before. It takes longer time to explain the steps many times.

2. The students are shame to talks with pair while pre-test in front of the class, so it takes long time.

3. The students were lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. Before using Snowball Throwing Model, students' speaking ability was enough. The mean score of pre-test for the experimental class was 46.17 and the mean score of pre-test for control class was 46.00.

2. After using Snowball Throwing Model, the mean score of experimental class was higher than before using Snowball Throwing Model. The students' speaking ability is good. The mean score of post-test for the experimental class was 63.83 and the mean score of post-test for control class was 55.33.

3. The researcher found the result of the research shows that there is significant effect of snowball throwing model on students' speaking ability at the XI grade students of SMA N 3 Padangsidimpuan. It is because performing T-test which shows that $t_{count} = 3.832$, significance value (sig) $\alpha = 0.05$ and dk $= n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ with $t_{table} = 2,00172$. $t_{count} > t_{table}$, H_a was accepted. It means that the mean score of students' speaking by using snowball throwing model is better than teacher's teaching.

It can be concluded that snowball throwing model significantly affects on students' speaking ability at the XI grade students of SMAN 3 Padangsidimpuan.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions:

1. To English teachers, especially an English teacher in SMAN 3 Padangsidimpuan are hoped to use snowball throwing in teaching speaking to increase the students' ability.

2. To students, hoped to be more active while learning and can increase learning result in English, especially speaking ability.

3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.

4. To next researchers, to conduct more in depth research by studying different theories, populations or other English competencies.

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Appendix 1

Control Class

<p align="center">RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</p>

Sekolah	: SMA N 3 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas	: XI IS-2
Materi Pokok	: Suggest and Offer
Alokasi Waktu	: 2 x 45 Menit

A. Kompetensi Inti (KI)

KI 1   :   Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2   :   Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3   :   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengann wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkanpengetahuan prosedural 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

1. Kompetensi Dasar   : a. Mampu memahami text yang sedang dipelajari dengan benar.

b. Mampu menjawab pertanyaan terkait dengan teks.

2. Indikator : Mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

C. Tujuan Pembelajaran

1. Diperlihatkan dan diperdengarkan, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.

2. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

3. Diberikan situasi, peserta didik dapat menulis monolog dan dialog untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

4. Diberikan situasi, peserta didik dapat mengidentifikasi teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Materi Pembelajaran

Ungkapan

Saran dan tawaran:

Why don't you…

What about …?

You should …

You can ….

Do you need ….?

Unsur kebahasaan

1. Ucapan, tekanan kata, intonasi,

2. Rujukan kata

Topik

Keteladanan tentang perilaku peduli, kerjasama, dan proaktif

Extended Material:

Suggest and Offer

Suggest means

To present a suggestion that is to introduce or propose an idea or a plan for consideration.

To propose a plan. It can be accepted or refused.

Suggestions are abstract and can be in form of solutions, advice, plan and idea

For example:

1. Let's finish our homework first
2. Let's go home

Offer means

To give something physical or abstract to someone, which can be taken as a gift or a trade.

To give help. It can be taken or refused.

Offer can be in terms of food money, solution, friendship or a bargain.

For example:

1. Shall I take you home?
2. Do you want help with your homework?

E. Metode Pembelajaran

Metode   : Pendekatan scientific/ilmiah.
Teknik   : Discussion, Role Play, Dialogue, Presentation.

F. Media, Alat, dan Sumber Pembelajaran

1. Slide Presentation
2. Paper
3. Buku paket Bahasa Inggris kelas XI K.13
4. CD/ Audio/ VCD
5. Koran/ majalah berbahasa Inggris
6. Sumber dari internet

G. Langkah-Langkah Kegiatan Pembelajaran

Pendahuluan/Kegiatan Awal

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;	5. Berdo'a; 6. Menyapa (How are you?); 7. Mengecek presensi; 8. Mengecek kesiapan alat (papan tulis, LCD, speakeractive)	5'
Mengajukan pertanyaan-pertanyaan tentang pengalaman peserta didik dalam rapat;	*T: Do you ever do any kind of meeting?*	2'
Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; dan	*T: Today we are going to learn about Suggest and offer.*	1'
Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelasaikan permasalahan atau tugas.	*T: You will be shown some example video of suggestion and offer.*	2'

Kegiatan Inti

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alokasi Waktu (dalam menit)
Mengamati 4. Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. 5. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. 6. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi	Siswa di berikan beberapa contoh dialog menyatakan suggest and offer beserta respondnya (video dan teks dialog) *T: Pay attention to the example above.*	10'
Mempertanyakan (questioning) Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: d. Fungsi sosial e. Ungkapan yang digunakan untuk memberi saran dan tawaran f. Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.	Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru. *T: What did you get from those example?* *Did you find any difficult word?*	5'
Mengeksplorasi	*T: Please do the exercise on page*	20'

4. Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya 5. Siswa berlatih menggunakan ungkapan tersebut 6. Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi	*13 to 16.*	
Mengasosiasi 5. Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. 6. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. 7. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang	*T: Do the exercise on page 17* *Here you will be given some situation and please make a short conversation with your partners appropriate for the situation that has been granted.*	15'

dia sampaikan dalam kerja kelompok. 8. Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain		
Mengkomunikasikan 4. Siswa bermain peran memberi saran dan tawaran serta responnya 5. Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. 6. Siswa membuat 'learning journal'	Siswa mempresentasikan hasil kerja dengan teman sebangku mereka di depan teman-temannya dengan di dampingi oleh guru.	10'

Penutup

Kegiatan	Rincian (T=Guru, S=Peserta Didik)	Alookasi waktu (dalam menit)
Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.	Menyimpulkan kegiatan yang telah dilaksanakan.	3'
Pendidik bersama-sama dengan peserta didik	*T : What did we learn just now?*	3'

dan/atau sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.	*What new words did you learn?*	
Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberukan umpan balik terhadap proses dan hasil pembelajaran.	*T : Did you enjoy the lesson? Did you get the point?*	1'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik.	*T : At home, please do the exercise on page 19. And submitted it next week.*	1'
Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya.	*T : Tomorrow we will discuss about Giving opinion.*	1'

H. Penilaian

1. Jenis tes :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen
Melakukan monolog dan dialog untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial,	Tes	Oral

struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.		
Mengidentifikasi teks lisan dan tulis untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks.	Tes	Oral

Padangsidimpuan, 10 Januari 2023

Mengetahui,
English Teacher   Peneliti

SYARIPUDDIN SIREGAR   MEIDY ANNISA HASIBUAN
NIP 19690602 199512 1 002   NIM 18 203 00022

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA N 3 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas : XI IS-1

Materi Pokok : Suggest and Offer

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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C. Tujuan Pembelajaran

1. Diperlihatkan dan diperdengarkan, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

2. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog untuk menyatakan, menanyakan dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

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D. Materi Pembelajaran

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Extended Material:

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For example:

1. Shall I take you home?

2. Do you want help with your homework?

E. Metode Pembelajaran

Metode   : Snowball Throwing

F. Media, Alat, dan Sumber Pembelajaran

1. Paper

2. Buku paket Bahasa Inggris kelas XI K.13

3. Spidol, Papan Tulis

4. Sumber dari internet

G. Langkah-Langkah Kegiatan Pembelajaran

Teachers Activity	Students' Activity
Kegiatan Awal	
7. Guru Melakuakan pembukaan dengan salam pembuka	7. Siswa menjawab salam bersama
8. Guru meminta salah satu siswa untuk memimmpin doa sebelum memulai mata pelajaran	8. Siswa berdoa menurut agama dan kepercayaan masing-masing
9. Guru Memeriksa kehadiran peserta didik sebagai sikap	9. Siswa mendengarkan dan mengangkat tangan sesuai namanya
10. Memyiapkan fisik dan psikis peserta didik untuk memulai	10. Siswamempersiapkan diri untuk belajar
	11. Siswa mendengarkan tujuan belajar

pembelajaran 11. Memperkenalkan diri pada siswa Dan menyampaikan maksud kedatangan ke dalam kelas 12. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	12. Siswa menjawab pertanyaan guru sesuai topik
Kegiatan Inti (Snowball Throwing Model)	
10. Guru menjelaskan materi "Suggest and Offer" 11. Guru membagi kelas dalam beberapa kelompok 12. Guru memberikan arahan untuk memilih ketua kelompoknya masing-masing 13. Guru meminta ketua kelompok dari masing-masing kelompok untuk maju ke depan meja guru 14. Guru menjelaskan materi tambahan kepada masing-masing ketua kelompok 15. Guru memberikan arahan kepada ketua kelompok untuk menjelaskan kembali materi tersebut kepada teman- teman sekelompoknya 16. Guru memberikan arahan kepada siswa untuk membuat pertanyaan diselembar kertas 17. Guru memberikan arahan	10. Siswa mendengarkan penjelasan guru 11. Siswa berkumpul dengan kelompoknya masing-masing 12. Setiap kelompok memilih ketua kelompoknya masing-masing 13. Setiap ketua kelompok maju ke depan meja guru 14. Ketua kelompok mendengar dan mengingat materi tambahan yang diberikan oleh guru 15. Ketua kelompok kembali ke kelompoknya masing-masing dan menjelaskan kembali materi tambahan yang disampaikan guru sebelumnya 16. Setiap kelompok menuliskan pertanyaan mengenai materi diselembar kertas 17. Setiap kelompok menggulung kertas tersebut seperti sebuah bola salju dan melemparkannya

kepada setiap kelompok untuk menggulung kertas tersebut seperti sebuah bola salju dan melemparkannya kepada kelompok lain	kepada kelompok lain
	18. Setiap kelompok menjawab pertanyaan yang di dapat dari hasil lempar-melempar tersebut
18. Guru memberikan penilaian terhadap jawaban tersebut	
Kegiatan Penutup	
3. Guru mengulang penjelasan materi "Suggest and Offer" 4. Guru mengakhiri pembelajaran dengan salam	3. Membuat resume tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang dilakukan 4. Siswa menjawab salam bersama

H. Penilaian

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Pengucapan	Pengucapan dapat dipahami bahkan dengan aksen tertentu	Ada masalah pengucapan sehingga membuat pendengar harus fokus dan terkadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pengucapan dan fekuensinya sering	Sering salah dalam pengucapan sehingga tidak bias dimengerti
Tata bahasa	Hamper tidak ada kesalahan tata bahasa	Ada beberapa kesalahan tata bahasa tetapi tidak mempernga ruhi makna	Ada banyak kesalahan tata bahasa yang mempengar uhi makna dan seringkali harus mengatur	Tata bahasanya sangat buruk sehingga percakapan nya sangat sulit untuk dipahami

			ulang kalimat percakapan	
Kosakata	Terkadang pngucapannya kurang tepat dan membutuhkan penjelasan lebih lanjut karena kosakata yang kurang tepat	Sering menggunakan kosakata yang kurang tepat sehingga dialog menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat dipahami	Kosakatanya sangat tidak terbatas sehngga tidak memungkinkan dialog
Kefasihan	Dialog halus, lebih sedikit kesultan	Kefasihan tidak terlalu bagus karena masalah bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam saat bebricara, sehingga tidak tercipta dialog
Pemahaman	Seluruh isi percakapan dapat diphami meskipun ada pengulangan sesekali di bagian tertentu	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog kecuali dibagian dialog umum dengan percakapan lambat dan banyak pengulangan	Tidak bias dipahami bahkan dalam bentuk dialog singkat

Padangsidimpuan, 10 Januari 2023

Mengetahui,
English Teacher   Peneliti

SYARIPUDDIN SIREGAR   MEIDY ANNISA HASIBUAN
NIP 19690602 199512 1 002   NIM 18 203 00022

Appendix 3

<div align="center">Pre-Test</div>

<div align="center">(Suggestion and Offering)</div>

You will be given some situations about "Suggestion and Offering"

Choose one of the situations below then make a conversation with your pair!

1. Mahmud has toothache and he goes to a doctor for consultation about that. Then the doctor gives some advices to ease his toothache.
2. Robiah goes to bookstore to buy an English dictionary for her study. The keeper offers some dictionaries and explains that.
3. Vivi wants to go to wedding party. She is confused to choose what color of dresses she wants to wear. Then she asks her husband to choose it.

Appendix 4

Post-Test

(Suggestion and Offering)

You will be given some situations about "Suggestion and Offering"

Choose one of the situations below then make a conversation with your pair!

1. Yuni wants to order food delivery. She calls the restaurant and orders the food. Yuni ask the recommended food to the waiter. Then waiter offers some food to her.
2. Roni and Rian is best friend. They always spend the weekend together. So that, they discuss about where they will spend the holiday.
3. Tina got the 1st rank in school. Her mother wants to give her a present what she wants. Tina confuses about the present. Then her mother offers some clothes to her.

Appendix 5

The Score of Pre-Test And Post-Test at Experimental Class

No.	The Names of Students (N)	Pre-test	Post-test
1	AA	40	60
2	AIP	65	80
3	DA	45	65
4	DNL	30	45
5	FHH	40	65
6	FHA	35	60
7	FYS	55	75
8	HAJ	40	55
9	ID	40	60
10	ISH	30	50
11	IAN	45	65
12	K	50	60
13	LAS	55	65
14	LA	40	60
15	M	60	75
16	MF	40	70
17	MRA	45	55
18	N	45	65
19	PA	30	60
20	RH	65	80
21	RAT	45	55
22	RR	55	70
23	RHH	50	60
24	SF	50	55
25	SH	45	65
26	SP	50	70
27	SAN	45	65
28	SL	50	70
29	T	45	70
30	YYS	55	65
	Total	1385	1915

Appendix 6

The Score of Pre-Test And Post-Test at Control Class

No.	The Names of Students	Pre-test	Post- test
1	AW	35	40
2	A	45	60
3	ASN	50	55
4	AV	40	50
5	CC	65	65
6	DMO	45	60
7	DA	65	75
8	EAN	35	40
9	EGS	40	50
10	FS	35	40
11	FKH	40	50
12	HB	45	60
13	IDR	30	40
14	JZ	50	60
15	KFN	55	70
16	KH	45	55
17	MLZ	50	65
18	MLS	45	50
19	MA	50	60
20	NRS	45	45
21	NR	50	55
22	NS	55	65
23	NB	40	55
24	NISR	55	60
25	PAN	45	60
26	PS	50	50
27	RM	45	65
28	RND	40	55
29	RI	45	55
30	SR	45	50
	Total	1380	1660

Appendix 7

<div align="center">Result of Normality and Homogeneity in Pre-Test</div>

A. Experimental Class

High = 65

Low = 30

Range (R) = high score –low score

= 65-30

 = 35

Total of classes (K)   =1 +3.3 log(30)

                              =1 +3.3 log(30)

                              =1 +3.3 (1.477)

                              =1 +4.87

                              =5.7

                              = 6

Length of Classes $= \dfrac{range}{total\ of\ classes} = \dfrac{35}{6} = 5.83 = 6$

No.	Interval Class	Frequency	Mid-point	Percent
1	30-35	4	32.5	13.33%
2	36-41	6	38.5	20%
3	42-47	8	44.5	26.66%
4	48-53	5	50.5	16.66%
5	54-59	4	56.5	13.33%
6	60-65	3	62.5	10%
	$i=6$	30		99.98%

Statistics

RESULT

N	Valid	30
	Missing	0
Mean		46.17
Median		45.00
Mode		45
Sum		1385

B. Control Class

High = 65

Low = 30

Range (R) = high score –low score

$\quad$ = 65-30 = 35

Total of classes (K) $\qquad$ =1 +3.3 log(30)

$\qquad$ =1 +3.3 log(30)

$\qquad$ =1 +3.3 (1.477)

$\qquad$ =1 +4.87

$\qquad$ =5.7

$\qquad$ = 6

Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{35}{6} = 5.83 = 6$

No.	Interval Class	Frequency	Mid-point	Percent
1	30-35	4	32.5	13.33%
2	36-41	5	38.5	16.66%
3	42-47	10	44.5	33.33%
4	48-53	6	50.5	20%
5	54-59	3	56.5	10%
6	60-65	2	62.5	6.66%
	$i=6$	30		99.98%

Statistics

RESULT

N	Valid	30
	Missing	0
Mean		46.00
Median		45.00
Mode		45
Sum		1380

Descriptives

	CLASS			Statistic	Std. Error
RESULT	Experimental Class in Pre-Test	Mean		46.17	1.673
		95% Confidence Interval for Mean	Lower Bound	42.75	
			Upper Bound	49.59	
		5% Trimmed Mean		46.02	
		Median		45.00	
		Variance		83.937	
		Std. Deviation		9.162	
		Minimum		30	
		Maximum		65	
		Range		35	
		Interquartile Range		11	
		Skewness		.171	.427
		Kurtosis		-.069	.833
	Control Class in Pre-Test	Mean		46.00	1.466
		95% Confidence Interval for Mean	Lower Bound	43.00	
			Upper Bound	49.00	
		5% Trimmed Mean		45.74	
		Median		45.00	
		Variance		64.483	
		Std. Deviation		8.030	
		Minimum		30	
		Maximum		65	
		Range		35	
		Interquartile Range		10	
		Skewness		.507	.427
		Kurtosis		.721	.833

Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Pre-Test	.952	30	.194
	Control Class in Pre-Test	.939	30	.084

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.639	1	58	.427
	Based on Median	.589	1	58	.446
	Based on Median and with adjusted df	.589	1	57.730	.446
	Based on trimmed mean	.669	1	58	.417

ANOVA

RESULT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.417	1	.417	.006	.941
Within Groups	4304.167	58	74.210		
Total	4304.583	59			

Appendix 8

<p style="text-align:center">Result of Normality and Homogeneity in Post-Test</p>

A. Experimental Class

High = 80

Low = 45

Range (R) = high score –low score

$\qquad$ = 80-45

$\qquad$ = 35

Total of classes (K) $\qquad$ =1 +3.3 log(30)

$\qquad$ =1 +3.3 log(30)

$\qquad$ =1 +3.3 (1.477)

$\qquad$ =1 +4.87

$\qquad$ =5.7

$\qquad$ = 6

Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{35}{6} = 5.83 = 6$

No.	Interval Class	Frequency	Mid-point	Percent
1	45-50	2	47.5	6.66%
2	51-56	4	53.5	13.33%
3	57-62	7	59.5	23.33%
4	63-68	8	65.5	26.66%
5	69-74	5	71.5	16.66%
6	75-80	4	77.5	13.33%
i=6		30		99.97%

Statistics

RESULT

N	Valid	30
	Missing	0
Mean		63.83
Median		65.00
Mode		65
Sum		1915

B. Control Class

High = 75

Low = 40

Range (R) = high score –low score

      = 75-40 = 35

Total of classes (K)   =1 +3.3 log(30)

                                        =1 +3.3 log(30)

                                        =1 +3.3 (1.477)

                                        =1 +4.87

                                        =5.7

                                        = 6

Length of Classes $= \dfrac{\text{range}}{\text{total of classes}} = \dfrac{35}{6} = 5.83 = 6$

No.	Interval Class	Frequency	Mid-point	Percent
1	40-45	5	42.5	16.66%
2	46-51	6	48.5	20%
3	52-57	6	54.5	20%
4	58-63	7	60.5	23.33%
5	64-69	4	66.5	13.33%
6	70-75	2	72.5	6.66%
	$i=6$	30		99.98%

Statistics

RESULT

N	Valid	30
	Missing	0
Mean		55.33
Median		55.00
Mode		60
Sum		1660

Descriptives

	CLASS			Statistic	Std. Error
RESULT	Experimental Class in Post-Test	Mean		63.83	1.491
		95% Confidence Interval for Mean	Lower Bound	60.78	
			Upper Bound	66.88	
		5% Trimmed Mean		63.89	
		Median		65.00	
		Variance		66.695	
		Std. Deviation		8.167	
		Minimum		45	
		Maximum		80	
		Range		35	
		Interquartile Range		10	
		Skewness		-.004	.427
		Kurtosis		.127	.833
	Control Class in Post-Test	Mean		55.33	1.642
		95% Confidence Interval for Mean	Lower Bound	51.97	
			Upper Bound	58.69	
		5% Trimmed Mean		55.19	
		Median		55.00	
		Variance		80.920	
		Std. Deviation		8.996	
		Minimum		40	
		Maximum		75	
		Range		35	
		Interquartile Range		10	
		Skewness		-.068	.427
		Kurtosis		-.283	.833

Tests of Normality

	CLASS	Shapiro-Wilk		
		Statistic	df	Sig.
RESULT	Experimental Class in Post-Test	.964	30	.391
	Control Class in Post-Test	.951	30	.182

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
RESULT	Based on Mean	.285	1	58	.596
	Based on Median	.352	1	58	.555
	Based on Median and with adjusted df	.352	1	57.959	.555
	Based on trimmed mean	.273	1	58	.603

ANOVA

RESULT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1083.750	1	1083.750	14.683	.000
Within Groups	4280.833	58	73.807		
Total	5364.583	59			

Appendix 9

The Result of T-Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of M			
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	.285	.596	3.832	58	.000	8.500
Equal variances not assumed			3.832	57.466	.000	8.500

Script of Post-Test in Experimental Class

Situation:

Yuni wants to order food delivery. She calls the restaurant and orders the food. Yuni asks the recommended food to the waiter. Then waiter offers some food to her.

1. Conversation between AA and AIP

AA : Hello, is it the restaurant food?

AIP : Yes. Can I help you?

AA : I want to order food. Can you say what is the recommendation food from your restaurant?

AIP : The recommendation food here is sushi.

AA : I want one sushi.

AIP : Okay, we will make it for you.

AA : Okay.

2. Conversation between DA and DNL

DNL : Hi, is this restaurant number?

DA : Yes. It is.

DNL : I want to order. What is the good food in your restaurant.

DA : Steak is the good one in this restaurant. Do you want it?

DNL : Yes. Please make it.

DA : Okay. Wait for the food.

DNL : Okay, Thank you.

3. Conversation between FHH and FHA

FHA : Assalamu'alaikum.

FHH : Wa'alaikumussalam. Can I help you?

FHA : Yes. I want to order food.

FHH : Okay, what do you want?

FHA : Give me the recommendation food.

FHH : We have rendang for the food.

FHA : I want it.

FHH : Yes, we will cook it. Wait for the food.

FHA : Okay.

4. Conversation between FYS and HAJ

FYS : Hello, this is Korean restaurant. Do you want to order?

HAJ : Yes, I want.

FYS : What do you want?

HAJ : I want the recommendation food.

FYS : We have chicken noodle soup. This is the recommendation.

HAJ : I want that one.

FYS : Okay, please say your address.

HAJ : What?

FYS : Address.

HAJ : Oh, I live in Sihitang, Nomor 12.

FYS : Okay, wait for the food. Thank you.

HAJ : Okay.

5. Conversation between ID and ISH

ID : Hi, this Japan food.

ISH : Yes, I want buy food. What is the recommended?

ID : The recommended food is Sashimi.

ISH : Yes, I want that.

ID : Okay, where is your home?

ISH : I live in Padangmatinggi, nomor 7.

ID : We will bring the food to your home. Wait, please.

ISH : Yes, Thank you.

ID : You are welcome.

6. Conversation between IAN and K

IAN : Hi, is it phone restaurant?

K : Yes, right.

IAN : I want to order food.

K : What food you want?

IAN : What is the best food?

K : The best food is chicken fried.

IAN : I want to order that food one.

K : Okay, we will make it. Wait the food.

IAN : Okay, please.

7. Conversation between LAS and LA

LAS : Hello, I am a waiter restaurant. Do you want to order?

LA : Yes, I want. I want the recommendation food.

LAS : The recommendation food is salad vegetable.

LA : Okay, I want it.

LAS : Wait a minute, we will bring to your home.

LA : Okay, thank you.

8. Conversation between M and MF

MF : Hi, restaurant food here. Can I help you?

M : Yes, right. I want to order the food.

MF : Oh, what do you want?

M : I want the recommendation food, please.

MF : Sate is the recommendation food here.

M : Okay, I want to order sate, Please.

MF : Okay, wait for the food.

M : All right. Thank you.

MF : You are welcome.

9. Conversation between MRA and N

MRA : Hello, I want to order food.

N : Yes, what food do you want?

MRA : I want to order your restaurant recommendation.

N : Now the recommendation is burger cheese.

MRA : Oh, yes I want burger cheese.

N : Yes, wait the food.

MRA : Okay, thank you so much.

N : Okay.

10. Conversation between PA and RH

RH : Assalamu'alaikum. This is halal food. What do you want to order?

PA : Yes, I want order recommendation food.

RH : Okay, the recommendation food today is hot plate meatball.

PA : Yes, I want it.

RH : Okay, what do you want for drink?

PA : No, I don't.

RH : All right, please say your address.

PA : Yes, I live in Padangmatinggi, nomor 19.

RH : Okay, please wait for your food. Thank you.

PA : Yes.

11. Conversation between RAT and RR

RAT : Hi, do you want to order?

RR : Yes, I do. What is the best menu today?

RAT : What?

RR : The best menu.

RAT : Oh, yes. It is Salmon.

RR : The second best menu?

RAT : Hmm, It is crab.

RR : That sounds delicious. One crab for me.

RAT : Okay, just wait the food.

RR : All right, thank you.

12. Conversation between RHH and SF

SF : Hello, this is restaurant japan.

RHH : Yes, I want to order.

SF : What do you want?

RHH : I want the recommendation food, please.

SF : This is fried rice shrimp.

RHH : Yes, I want this fried rice shrimp.

SF : Okay, just wait.

RHH : Okay.

13. Conversation between SH and SP

SH : Hi, I want to order.

SP : Yes, What do you want?

SH : I want the recommendation food.

SP : Recommendation food is ifu mie.

SH : Yes, I want it one.

SP : Okay, please wait.

SH : Okay, Thank you.

SP : You are welcome.

14. Conversation between SAN and SL

SAN : Assalamu'alaikum. Do you want to order?

SL : Wa'alaikumussalam. Yes, I want.

SAN : What is it?

SL : The recommendation food, please.

SAN : Ramen.

SL : Yes, I want it.

SAN : Okay, the food will come.

SL : Okay, I wait it.

SAN : Yes, thank you.

15. Conversation between T and YYS

T : Hello, is it restaurant food?

YYS : Yes, I want to order.

T : What do you want?

YYS : Please say the recommendation food.

T : It is hot fried rice.

YYS : Oh, delicious. I want it.

T : Okay, the food will come. Please wait.

YYS : Okay, I will wait. Thank you.

T : You are welcome.

Script of Treatment in Experimental Class

1. Group 1 (AA, AIP, DA, DNL, FHH, FHA)

Situation 1:

Six people want to make holiday together. They discuss where they want to go holiday.

AA : Tomorrow is holiday. Where we want to holiday?

AIP : How about going to beach?

DA : It is good, but now the season is rain. Later, there is a storm.

DNL : I suggest we go to mountain.

FHH : It season rain, the land will wet.

FHA : Yes, It is hard to go to the mountain.

AA : I have idea. How about watching movie in AIP house?

AIP : I like it. I will cook food for us.

DA and others : I agree.

Situation 2:

Group 1 get tasks by the teacher to describe their favorite person. They discuss who will they describe.

AA : I am happy to this task. We will describe our favorite person.

AIP : You right. Who will we describe?

DA : Yes, we have the difference favorite person.

DNL : How about Celine Dion? We all know her

FHH : It is good. But I don't know her well.

PHA : I think we can describe the Indonesia public figure. We know them well.

AA : I love it. How about Reza Rahardian?

AIP : We have the same think. How about you all?

DA : I agree. I think it will be easier for us to describe him.

Others : Me too.

2. Group 2 (FYS, HAJ, ID, ISH, IAN, K)

Situation 1:

ISH win the first rank in school. Her family want to give present to her. They ask ISH what she want.

FYS : ISH, you win the first rank in school. Father is proud of you.

HAJ : Yes. Mother is proud of you too. We will give you a present.

ID : What present do you want?

ISH : Really? I want a book for the present.

IAN : What book do you want?

ISH : I want novel by Tere Liye.

K : What is the tittle of book?

ISH : The next series, Bintang.

HAJ : Is it just the present you want?

ISH : Yes.

FYS : Okay, father, mother, and your sibling will buy two books for you.

ISH : Thank you my family.

Situation 2:

ISH want to the party. She asks her five friends to choose the outfit.

ISH : I want to the party. But I don't know to choose my outfit.

FYS : Do you want us to choose it?

ISH : Yes, I do.

ID : You can wear this pink dress.

IAN : Yes, It is good. This pink hijab is good for this dress.

K : It's a good idea. Your black shoes are beautiful for the outfit.

HAJ : No, the white shoes is better.

FYS : Yes, I agree. It is more beautiful.

ISH : I like it. I want to use this white bag. Is it good?

ID : Yes, It is perfect. Right, friends?

Other : Right.

3. Group 3 (LAS, LA, M, MF, MRA, N)

Situation 1:

LAS want to the party. She asks her five friend to choose the outfit.

LAS : I want to the party. But I don't know what is my outfit.

LA : Do you want us to choose it?

LAS : Yes, please.

M : You can wear this pink dress.

MF : Yes, It is good. This pink hijab is good for this dress.

MRA : It's a good idea. Your black shoes is beautiful for outfit.

N : No, the white shoes is better.

LA : Yes, I agree. It is more beautiful.

LAS : I like it. I want to use this white bag. Is it good?

N : Yes, It is perfect. Right, friends?

Other : Yes, we agree.

Situation 2:

LAS and his friend want to watch movie in cinema. They discuss what genre of movie they will

watch.

LAS : Let's watch cinema this weekend. What genre do you like?

LA: Let's watch horror.

M : No, thanks. I am afraid to watch horror.

MF : How about thriller?

MRA : I am tired to watch the serious movie.

N : So, It is better for us to watch romance comedy movie.

LAS : Right. It will fresh our mind.

Others : That is a good idea.

4. Group 4 (PA, RH, RAT, RR, RHH, SF)

Situation 1:

PA and his friend want to watch movie in cinema. They discuss what genre of movie they will watch.

PA : We will watch cinema this weekend. What genre will we watch?

RH: Let's watch horror.

RAT : No, please. I am afraid to watch horror.

RR : How about thriller?

RHH : I don't want to watch the serious movie. I am tired to study.

SF : So, It is better for us to watch romance comedy movie.

PA : Right. It will fresh our mind.

Others : That is a good idea.

Situation 2:

PA win the first rank in school. Her family want to give present to her. They ask PA what she want.

RH : PA, you win the first rank in school. I'm proud to be your father.

RAT : I'm proud of you too. We'll give you a present.

RR : What do you want?

PA : Really? I want a book for my present.

RHH : What book do you want?

PA : I want a novel by Tere Liye.

SF : What is the tittle of the book?

PA : The next series, Bintang.

RAT : Is it just you want?

PA : Yes.

RH : Okay, we will buy two books for you.

PA : Thank you.

5. Group 5 (SH, SP, SAN, SL, T, YYS)

Situation 1:

Group 5 get task by teacher to describe their favorite person. They discuss who will they

describe.

SH : I am happy to do this task. We will describe our favorite person.

SP : You right. But who will we describe?

SAN : Yes, we have the difference favorite person.

SL : How about Celine Dion? We all know her

T : It is good. But I don't know her well.

YYS : I think we can describe the Indonesia public figure. We know them well.

SH : I love it. How about Reza Rahardian?

SP : We have the same think. How about you all?

YYS : I agree. I think it will be easier for us to describe him.

Others : Me too.

Situation 2:

Six people want to spend holiday together. They discuss where they want to go for holiday.

SH : Tomorrow is holiday. Where we want to go?

SP : How about going to beach?

SAN : It is good, but it's rainy season. I'm afraid we got a storm.

SL : I suggest we go to the mountain.

T : It's rainy season. It's hard to do hiking.

YYS : Yes, It is.

SH : I have an idea. How about watching movie in YYS house?

SP : I like it. I will bring food.

SAN and others : We agree.

Script of Post-Test in Control Class

Situation:

Roni and Rian is best friend. They always spend the weekend together. So that, they discuss about where they will spend the holiday.

1. Conversation between AW and A

A : The holiday will come, let's go holiday.

AW : Yass, Let's go

A : So, where we will go? Beach? Mountain? Or how?

AW : Hmm, I confuse, but I think beach lah ya.

AA : Heheh, I agree to you. We go to beach for holiday

AIP : Yes, I'm waiting for holiday.

2. Conversation between ASN and AV

ASN : Hey, what you do in this holiday?

AV : I think sleep everyday

ASN : OMG Helloooo, Let's go holiday.

AV : Hmm, how if we sleep everyday and play playstation aja?

ASN : OMG, you lazy. Bye.

AV : Up to you lah.

3. Conversation between CC and DMO

CC : Do you have something do in this holiday?

DMO : I always do nothing everyday holiday.

CC : Hahaha, You are really something, so how about we go for holiday?

DMO : The sounds is like interesting. Where we go?

CC : Hmm, Last semester we go to lake Toba, this semester we go to Kalimantung, How?

DMO : Hmm, I think that good idea. Let's go there

Cc : Oke, we go there.

4. Conversation between DA and EAN

DA : Where you go for holiday?

EAN : Hmm, I still confuse, how you?

DA : If like that, let's go holiday bersama?

EAN : Hmm okay, let's go. Where?

DA : How to Saragodung mountain?

EAN : Wow, amazing. Let's go.

DA : Yes, let's go.

5. Conversation between EGS and FS

EGS : This semester will end. Where you go holiday?

FS : I don't know, I don't think go anywhere.

EGS : Let's go holiday together.

FS : That good idea, I like to fresh my brain after exam.

EGS : Yeah, Where do you think we go?

FS : Wait a minute, how about to Tao Lake, that booming everywhere.

EGS : Yeah I know that lake. How hours to arrive there?

FS : It is one hour by motorcycle.

EGS : Okay, we will go there.

6. Conversation between FKH and HB

FKH : Where we go holiday? I feel boring.

HB : Hmm, me too. How about if we go to beach?

FKH : Hmm, that's nice sound. Let's go.

HB : Okay.

7. Conversation between IDR and JZ

IDR : This semester will end. Where do we go holiday?

JZ : I don't know, last semester we go to Beach.

IDR : Yes, I remember it. How about we go to Tasik Lake for next holiday?

JZ : That good idea, I like to fresh my brain after exam. What time to go there?

IDR : It is one hour by motorcycle.

JZ : Okay, we will go there.

8. Conversation between KFN and KH

KFN : Hi, where you spend your holiday?

KH : I don't know.

KFN : Let's go holiday with me.

KH : Yes, Let's go. Where we will go?

KFN : I have plan to go Tao Lake, that booming now.

KH : Okay, Let's go.

9. Conversation between MLZ and MLS

ASN : Hey, what will you do in this holiday?

AV : I think in house.

ASN : OMG, it really boring. Let's go to beach.

AV : Hmm, okay, let's go.

ASN : Ok, let's holiday

10. Conversation between MA and NRS

MA : Where do you go holiday?

NRS : Hmm, I'm do not know, how about you?

MA : If like that, let's go holiday?

MA : Hmm okay, let's go. Where?

NRS : How to Sipirok?

MA : Wow, amazing. Let's go.

NRS : Yes, let's go.

11. Conversation between NR and NS

NR : Where we go holiday? I'm boring and tired.

NS : Hmm, me too. How about we go to beach?

NR : Hmm, that's nice sound. Let's go.

NS : Okay.

12. Conversation between NB and NISR

NB : Next holiday will come, let's go holiday.

NISR : Yess, Let's go

NB : So, where will we go?

NISR : Hmm, I am confused, but I think let's go to beach.

NB : Let's go, I like to see sunset too.

NISR : Yes, I am waiting for holiday.

13. Conversation between PAN and PS

PAN : Where you go for holiday?

PS : I don't know, how you?

PAN : Me too, let's go holiday together?

PS : Hmm okay, let's go. Where?

PAN : How to beach?

PS : Wow, amazing. Let's go.

PAN : Yes, let's go.

14. Conversation between RM and RND.

RM : Do you have something in this holiday?

RND : No, I don't have something in holiday.

RM : So how about we go for holiday?

RND : The sounds is like interesting. Where we go anyway?

RM : Hmm, Last semester we go to lake Toba, this semester we go to Lake Tao, How?

RND : Hmm, I think that good idea. Let's go there

RM : Oke.

15. Conversation between RI and SR

RI : Hey, what you do in this holiday?

SR : I at home.

RI : It really boring. Let's go to beach.

SR : Hmm, okay, let's go.

Ri : Ok, let's holiday

Script of Pre-Test in Control Class

Situation:

Mahmud has toothache and he goes to a doctor for consultation about that. Then the doctor gives some advices to ease his toothache.

1. Conversation between AW and A

AW : Halo, I sick doc.

A : What is it?

AW : I have toothache.

A : Gosok your tooth every day

AW : Okay.

2. Conversation between ASN and AV

ASN : Hi doc

AV : Hi, what you want?

ASN : I want consul. I have toothache.

AV : Hmm.. Don't eat candy every day.

ASN : Okay doc, thank you.

AV : You are welcome.

3. Conversation between and

RI : Halo. I want consultation

SR : Yes, please.

RI : I Have toothache. What I do?

SR : Brush your tooth every day

RI : Okay

4. Conversation between CC and DMO

CC : Excuse me.

DMO : Can I help you?

CC : Yes, I am sick

DMO : Sick about what?

CC : Toothache

DMO : Ooh, don't eat candy

CC : Okay

5. Conversation between DA and EAN

DA : Hi, I sick doc

EAN : Okay.

DA : I have Toothache

EAN : Gosok your tooth setiap hari

DA : Okay

6. Conversation between EGS and FS

FS : Excuse me doc

EGS : Can I help you?

FS : Yes, I have toothache. Give me consul.

EGS : Yes, you must brush your tooth every day

FS : Thank you

EGA : You are welcome

7. Conversation between FKH and HB

FKH : Hello doc

HB : Yes, what you want?

FKH : I have toothache

HB : Don't eat candy again.

FKH : Okay, Thank you

HB : You are welcome

8. Conversation between IDR and JZ

IDR : Excuse me.

JZ : What can I help you?

IDR : I have toothache doc. What can I do?

JZ : You can brush your tooth every day, don't eat candy.

IDR : Thank you doc.

JZ : You are welcome.

9. Conversation between KFN and KH

KH : Excuse me doc

KFN : Yes, please sit. What can I help?

KH : I have toothache.

KFN : Ooh okay. Brush your teeth every day and don't eat many candy

KH : Thank You.

KFN: You are welcome.

10. Conversation between MLZ and MLS

MLZ : I have toothache.

MLS : No eat candy.

MLZ : Okay doc, thank you.

MLS : Okay.

11. Conversation between MA and NRS

MA : Excuse me, I have toothache.

NRS : Brush tooth setiap hari.

MA : Okay doc

12. Conversation between NR and NS

NR : Hello doc

NS : What can I help you?

NR : I have toothache. How doc?

NS : Don't eat candy too much, okay.

NR: Okay doc. Thank you.

NS : You are welcome.

13. Conversation between NB and NISR

NB : Excuse me doc.

NISR : Yes, what you want?

NB : I have toothache doc.

NISR : Okay, Brush your tooth yes.

NB : Yes doc

14. Conversation between PAN and PS

PAN : Halo doc

PS : Yes, what?

PAN: I have toothache.

PS : Gosok gigi every day.

PAN : Okay doc.

15. Conversation between RM and RND

RND : Hi doc

RM : Hi, what you want?

RND : I want consul. I have toothache.

RM : Hmm.. Don't eat candy every day.

RND : Okay doc, thank you.

RM : You are welcome.

Script of Pre-Test in Experimental Class

Situation:

Mahmud has toothache and he goes to a doctor for consultation about that. Then the doctor gives some advices to ease his toothache.

1. Conversation between AA and AIP

AA : Halo. I want consultation

AIP : Yes, please.

AA : I Have toothache. What I do?

AIP : Brush your tooth every day

AA : Okay

2. Conversation between DA and DNL

DA : Excuse me.

DNL : Can I help you?

DA : Yes, I am sick

DNL : Sick about what?

DA : Toothache

DNL : Ooh, don't eat candy

DA : Okay

3. Conversation between FHH and FHA

FHH : Halo doc

FHA : Yes, what?

FHH: I have toothache.

FHA : Gosok gigi every day.

FHH : Okay doc.

4. Conversation between FYS and HAJ

FYS : Excuse me doc

HAJ : Yes, please sit. What can I help?

FYS : I have toothache.

HAJ : Ooh okay. Brush your teeth every day and don't eat many candy

FYS : Thank You.

HAJ: You are welcome.

5. Conversation between ID and ISH

ID : Hi, I sick doc

ISH : Okay.

ID : I have Toothache

ISH : Gosok your tooth setiap hari

ID : Okay

6. Conversation between ISN and K

K : Excuse me doc

IAN : Can I help you?

K : Yes, I have toothache. Give me consul.

IAN : Yes, you must brush your tooth every day

K : Thank you

IAN : You are welcome

7. Conversation between LAS and LA

LAS : Hello doc

LA : Yes, what you want?

LAS : I have toothache

LA : Don't eat candy again.

LAS : Okay, Thank you

LA : You are welcome

8. Conversation between M and MF

M : Excuse me.

MF : What can I help you?

M : I have toothache doc. What can I do?

MF : You can brush your tooth every day, don't eat candy.

M : Thank you doc.

MF : You are welcome.

9. Conversation between MRA and N

MRA : I have toothache.

N : No eat candy.

MRA : Okay doc, thank you.

N : Okay.

10. Conversation between PA and RH

PA : Excuse me, I have toothache.

RH : Brush tooth setiap hari.

PA : Okay doc

11. Conversation between RAT and RR

RAT : Hello doc

RR : What can I help you?

RAT : I have toothache. How doc?

RR : Don't eat candy too much, okay.

RAT: Okay doc. Thank you.

RR : You are welcome.

12. Conversation between RHH and SF

RHH : Excuse me doc.

SF : Yes, what you want?

RHH : I have toothache doc.

SF : Okay, Brush your tooth yes.

RHH : Yes doc

13. Conversation between SH and SP

SH : Halo doc

SP : Yes, what?

SH: I have toothache.

SP : Gosok gigi every day.

SH : Okay doc.

14. Conversation between SAN and SL

SAN : Hi doc

SL : Hi, what you want?

SAN : I want consul. I have toothache.

SL : Hmm.. Don't eat candy every day.

SA : Okay doc, thank you.

SL : You are welcome.

15. Conversation between T and YYS

T : Excuse me.

YYS : Yes, what?

T : I have toothache doc.

YYS : Ooh, you must no eat candy and gosok every day your tooth.

T : Thank you doc.

YYS : Yes.

Appendix 10

Pre-Test in Experimental Class

Conversation in pair about suggest and offer

Conversation in pair about suggest and offer

Treatment in Experimental Class

Teacher explain suggest and offer and make groups

The leader of group comes to ask material from the teacher

The leader back to their groups and explain the material

Discussing to make a question to other groups

Make a paper question like a snowball and throw to other groups

Discuss and answer the question with conversation

Post-Test in Experimental Class

Pre-Test in Control Class

Conversation in pair

Teaching Speaking by Teacher's Model in Control Class

Teacher explains suggest and offer in front of the class

Students listen and write the material of suggest and offer in control class

Post-Test in Control Class

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adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **"The Effect of Using Snowball Throwing Model on Students' Speaking Ability at XI Grade of SMA N 3 Padangsidimpuan"**.
Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

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Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1.	Nama	: **MEIDY ANNISA HASIBUAN**
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Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan yang dilaksanakan mulai tanggal 13 November s.d 03 Desember 2022 untuk penulisan Skripsi dengan judul " **The Effect of Using Snowball Throwing Model on Students' Speaking Ability at XI Grade of SMA N 3 Padangsidimpuan**" Sesua dengan surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor B3556/Un.28/E.1/TL.00/11/2022 tentang izin mengadakan Penilitian .

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