THE USE OF YOUTUBE VIDEOS WITH SNOWBALL THROWING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL OF ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG

A THESIS

by

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DEDICATION

This thesis is dedicated to:

1. Allah SWT who has given me the blessings and mercies in every single day of my life.
2. The prophet Muhammad SAW who always inspires and guides me into the right way to believe in Allah.
3. My beloved family, My Grandparents, My parents, My sister & Brothers, and My Aunty who always support me and give me a great love, pray, motivation and help.
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9. My Lovely Partner Dicky Syahputra who always support and accompany me.

MOTTO

"Stay Foolish, Stay Hungry"

"Nothing in this world is more dangerous than sincere, ignorance, and conscietious stupidity"
-Martin Luther King-

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2. The thesis that I wrote is originally and has never been handed inanother academic degree, neither at UIN Raden Fatah Palembang nor other universities

This statement is made truthfully and if one day there is evidence of forgery in the above statement. I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

Palembang, January 2018

The writer

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The writer,

NDM

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ABSTRACT

Snowball Throwing Technique is an interesting strategy which requires students to think and discuss an issue from different points of view by using the video. The objectives of this study were to find out whether or not (1) there was any significant improvement in speaking skill of the elevent grade students before and after treatment, (2) there was any significant difference in speaking skill between the eleventh grade students who were taught by using YouTube Video with Snowball Throwing Technique and those who were not, and (3) there was any significant difference among good, average, and poor categories. The population of this study consisted of 106 eleventh grade students of SMA Muhammadiyah 6 Palembang. There were 40 students taken as sample. Each class consisted of 20 students from class XI. IPA 1 as control group and XI. IPA 2 as experimental group. The sample of this study was taken by using purposive sampling method. In this study, the writer used quasi experimental design using nonequivalent pretest and posttest design. The instrument used in collecting the data was speaking test. The test was administered twice, as the pretest and posttest for both control and experimental group. The result showed that first there was significant improvement in speaking skill of the elevent grade students before and after treatment. Second, there was significant difference in speaking skill between the eleventh grade students who were taught by using YouTube Video with Snowball Throwing Technique and those who were not. Last, there was any significant difference among good, average, and poor categories.

Keywords: Snowball Throwing technique, speaking skill, YouTube Video media.

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

Every group of people in the world has their own languages. These languages are the instrument for communication between one group and another. But basicly language not only as instrument of communication but also to share ideas, thought, opinions, and feeling. language also is used in daily activities, without language people will be hard to have an effective communication and misunderstanding will be happening in this world (Riyani, 2016, p.1). The English language also takes part as means of communication not only in the country that used English as first language but also in other countries that used it as second or foreign language.

According to Sharifian, English is used by millions of people around the world. it means that english is a global communication for many activities. the activities encompass politics, economy, science, technology, culture, education, and entertainment (as cited in Yusuf, 2015, p. 144-145). However, this language is learnt by a higher number of people with every passing day because of its two importances in this globalization era: (1) a means to communicate; and (2) to create a greater opportunity for a job (Crystal, 2003, p. 165). This language helps us express feelings, talk, exchange views, and contact people wherever we live by use the technologies such as computers and smartphone. It means that we are required to be able to communicate in English both the language and how to practice it. It can be concluded that it is very necessary for us to learn English both

the language itself (Linguistic Competence) and how to practice oral and written communication (Linguistic Performance) due to its vital and special roles in modern era especially in educational system in Indonesia.

This fact leads Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum. English is one of the tested subjects from the six important subjects required in national examination at senior high school (Kemendikbud, 2013, p. 96). The national examination is one of the educational evaluation activities to evaluate the students' learning achievement by assessing and measuring based on the achievement of graduation competency standard nationally. Also, the national examination is as the intruments of educational evaluation to map the educational quality problems to set the national educational policy in Indonesia (Carolina, 2017, p. 44-45). Based on the result from Kemendikbud in national examination 2013/2014, only 52,69% of the students who can give the respontses in complete sentence (p.16). It means that the students still have problem in learning process. On the other hand, according to Education First (2013, p. 6), English Proficiency of Indonesia is 25th ranked out of 60 counrties. It can be concluded that Indonesia is still in the moderate level.

In order to reach the success of English teaching, the four language skills (listening, speaking, reading, and writing) must be taught integratedly. However, the ability to speak of EFL learners is still problematic. Firmansyah explains that there are some reasons why the students have such difficulties: (1) they are lacking of vocabulary, (2) they are lacking of english grammar, (3) speaking is interesting enough for the students to learn because of the ways the teacher teaches the students (as cited in Tia, 2015, p.70). Also according to Ur (1996)

there are many factors that cause difficulty in speaking, and they are as follows: 1. Inhibition: Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say: Students have no motive to express themselves. 3. Low or uneven participation: Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue (p.65). It is supported by Asiha Bibi (as cited in Astrid, 2011, p. 176) the main problem in learning english is the students lack of grammar in particular how to make a sentence, how to use conjunction and verb based on the tenses.

In this situation speaking skills is more complicated than those other language skills. The students start learning to communicate through spoken form as they begin to interact with others at school level. Shumin (2002, p.45) states "speaking English is the most difficult skill for learners". Because speaking is not an easy skill to be mastered because it needs vocabularies, grammar, and a lot of practice. According to Zhang, most difficult aspect of spoken english is that it is always accomplished via interaction with at least one other speaker and this is one reason why many learners were shocked and disappointed when learners used their second or foreign language for the first time in real interaction: they had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands (as cited in Dwinta, 2017, p 127). So, one of the skills that should be mastered is speaking skill.

English speaking ability is very important for people to interact anywhere, anytime and everyday. That is why the teaching of speaking skill has become

increasingly crucial in the English not only as foreign language (EFL) but also as second Language (ESL). In line with that, speaking skill is a productive skill that can be observed by many people directly (Brown, 2004, p.140). On the other hand, speaking is one way to communicate which ideas and though a message orally (Efrizal, 2012, p. 127). To enable students to communicate, we need to apply the language in real communication.

A student is considered successful in passing English if he can achieve the minumum standard criteria score determined by the school. In the senior high school, SMA Muhammadiyah 6 Palembang, the students have to reach a KKM of 70 in order to pass the English subject. It seems that it is difficult for many students to achieve this standard even though they have been taught using all the materials provided in the curriculum within the appropriate time limits. According to the information from the SMA Muhammadiyah 6 Palembang when researcher got PPLK 2016, there were facilities in that school such as projector and audio. But, it was not useful yet when do the teaching and learning process. Then, based on the score of their report and interview, most of the students still get the difficulties in using English for communication. It was caused many factors including the limited students' vocabularies, did not have self confident and knowledge of grammar. The other factor that many influence the students speaking ability is the lack of practicing English in their daily life. Even though English has been taught for several years, but we cannot be proud of the result yet.

There are many kinds of strategies which can enhance students' speaking skill. One of the recommended ways was Snowball Throwing Technique because previous research has proven the effectiveness of this technique in the Indonesian teaching context (Darusmin, Delfi & Masyhur, 2012). Snowball Throwing

method is one of teaching method that based on the material is given by the teacher and the application in class like a group discussion to study English.

According to Depdiknas (2001, p. 5) “Snowball throwing method is one teaching method that effective and that is recommended by UNESCO for learning to know, learning to do, learning to live, and learning to be”. Snowball throwing could be optimal if supported by appropriate media. So, the researcher had choosen YouTube video to support the strategy in teaching and learning process. Since, Indonesian government launched the newest curriculum called 2013 curriculum, the teachers are required to integrate ICT into the EFL teaching and learning process. Moreover, Noni believes that use of ICT was believed to improve the quality of education, even increasing the effectiveness of learning (as cited in Khodijah, Zaini, & Rhayati, 2015, p. 184). The resource, YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Started in February 2005, YouTube hosts videos that are cumulatively currently viewed more than 2 billion times each day (“Timeline,” 2011). Currently, YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons.

Snowball throwing was useful strategy in teaching speaking since the activity provides students with opportunity to extend speaking practice, they will represent in real communication. Moreover, this technique would be optimal if supported by suitable media as the moderate to deliver the material. In conclusion, it will assume that using YouTube Video with snowball throwing is effective to solve the problem rather than others strategies in teaching speaking.

Based on all the descriptions above the writer would like to conduct a research entitled "The Use of YouTube Videos with Snowball Throwing Technique to Improve Students' Speaking Skill of Eleventh Grade Students of SMA Muhammadiyah 6 Palembang''. The reason for the writer to choose this title because in that school had the facilities to to help the writer did the research and the writer would like to figure out whether there was any differences or chance between students who were taught by YouTube Videos with Snowball Throwing Tecnique and those who were. It was essential to obtain in order to solve the problem in students' speaking skill later on.

1.2. Problems of the Study

The problems of this study are formulated in the following question:

1. Is there any significant improvement in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang by using YouTube Videos with Snowball Throwing Technique before and after the treatment?
2. Is there any significant difference in speaking achievement between the eleventh grade students of SMA Muhammadiyah 6 Palembang who were taught by using Youtube Video with Snowball Throwing Technique and who are not?
3. Is there any significant difference of speaking achievement of good, avarage, and poor categories in the eleventh grade students of SMA Muhammadiyah 6 Palembang?

1.3. Objectives of the Study

Based on the problems above the objectives of this study are:

1. to find out whether or not there is significant improvement in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang with Snowball Throwing Technique before and after the treatment.
2. to find out whether or not there is significant difference in speaking achievement between the eleventh grade students of SMA Muhammadiyah 6 Palembang who were taught by using Youtube Video with Snowball Throwing Technique and those who are not.
3. to find out whether or not there is significant difference of speaking achievement of good, avarage, and poor categories in the eleventh grade students of SMA Muhammadiyah 6 Palembang.

1.4. Significance of the Study

It is hoped that the students especially for the eleventh grade students of SMA Muhammadiyah 6 Palembang will develop their speaking ability, be more active to express their idea and active to respond the material. Moreover, it can make the students understand the material easily and also can increase their vocabularies so they can the enjoyment during teaching learning process. Then, this result hopefully give positive impact for the teacher to find and prepare the others strategy to improve student's speaking skill. Moreover, the results of this study, will indirectly enlarge the writer knowledge and get experience by doing this research. Finally, this study could be the one of the sources as the reference for other researchers who are interested in investigating the students'

speakingability through YouTube videos with Snowball Throwing Technique.

CHAPTER 2

LITERATURE REVIEW

This chapter presents (1) the concepts of speaking, (2) teaching speaking, (3) principles of teaching speaking, (4) the use of TouTube videos, (5) selecting YouTube videos as an authentic material, (6) types of videos, (7) the concept of Snowball Throwing Technique, (8) previous related studies, (9) hypotheses of the study, (10) the criteria of hypotheses, and (11) research setting.

2.1. The Concepts of Speaking

Speaking, as one of the four language skills is highly important in learning to communicate. Bryne states that oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (as cited in Yonsisno, 2014, p. 37). When people start to speak, it means they want to deliver or share their ideas with others.

There are numerous definitions of speaking that have been proposed by some experts in language learning. Brown (2004) claims that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers (p. 267). Speaking is expressing ideas or feelings using language (Hornby, 2000, p. 398). Therfore, speaking is not only uttering ideas in our mind, but also delivering and presenting new information to many other people.

In addition, Cameron (2001) explains that as a productive aural/oral skill, speaking deals with the meaning negotiation and the active use of language to

express meanings so that other people can make sense of them. This definition shows that speaking emphasizes the use of language interactively in order to make meaning on what is said. All these show that speaking concerns meaning creation which involves both verbal and non-verbal symbols through an interaction process (p. 12).

Furthermore, the success in communication is often dependent as much on the listener as on the speaker. There are some components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar.

2.2. Teaching Speaking

Moran (2008, p. 164) states that teaching is a fundamental activity of all human beings and at least some other animals. Etymologically and historically, "teaching" is showing someone how to live, including how to die. According to Brown, teaching is the specific act that showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (as cited in Zahara, 2017, p.67). Moreover, in article from Hadist Al-qur'an that explains about the important of teaching is:

مَنْ سَنَّ فِى الإِسْلاَمِ سُنَّةً حَسَنَةً فعَمِلَ بِهَا بَعْدَهُ كُتِبَ لَهُ مِثْلُ أَجْرِ مَنْ عَمِلَ بِهَا وَلاَ يَنْقُصُ مِنْ أُجُورِهِمْ شَىْءٌ وَمَنْ سَنَّ فِى الإِسْلاَمِ سُنَّةً سَيِّئَةً فعَمِلَ بِهَا بَعْدَهُ كُتِبَ عَلَيْهِ مِثْلُ وِزْرِ مَنْ عَمِلَ بِهَا وَلاَ يَنْقُصُ مِنْ أَوْزَارِهِمْ شَىْءٌ

"Whoever is the forerunner of good deeds is then practiced by the people afterwards, it will be recorded for him a reward such as the reward of the people who follow him and not at all reduce the rewards they earn. On the contrary, whoever becomes the pioneer of a bad deed and is practiced by the people afterward, it will be recorded for him a sin such as the sins of the one who follows him, without reducing his sin. " (HR. Muslim no. 1017)

In running this life, human being cannot escape from education, because education is a means for human mainly focused on how to do and behave. The deeds and attitudes of man in his life are mirrors of the science and education he possesses. Muspawi, Arifin, & Nadhila (2017, p. 59) said that good and expected education is not just a transfer of knowledge, but also a transfer of value. A human community does that through a wide range of its representatives. For society to ask a few people who work with youngsters in schools to be the teachers is an impossible burden to lay on any group.

Darling-Hammond argue that in improving education, there are many aspects which have to be considered because all aspects are important in improving students learning (as cited in Ghazali, Rabi, Wahab, & Rohaizad, 2017, p. 41). It includes assessment, well-prepared teachers, well-designed and coherent curriculum and also a skilful instruction which is adapted to students' needs and personalized learning environments.

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Lauder defines that English is widely recognized that english is important for indonesia and the reason most frequently put forward for this is that english is a global international language. in indonesia, the teaching of english has become increasingly important as a foreign language (as cited in Saputra & Marzulina, 2015, p.1). It is taught in schools, from junior high school to senior high school. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003, p. 48). Because learning can be defined as a product of continuous interaction between the development and the life experience. More complex, Hamalik goals that learning means a

conscious effort from a teacher to teach the students (directing the interaction of the students with the other learning resources) in order to achieve the expected (as cited in Imtihana, Sukirman, Mardeli, & Nurlela, 2015, p. 37).

Based on the statement above that teaching speaking to the students in foreign language is simple. Because teachers have an important role in teaching learning process, because they play a vital role in the overall development of the students. the teachers have responsible to develop good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child (Saswandi, 2014, p. 33). Speaking requires thatlearners not only know how to producespecific points of language such asgrammar, pronunciation, or vocabulary,but also that they understand when,why, and in what ways to produce language or sociolinguistic competence (Yonsisno, 2015, p. 40).

Teaching speaking in Indonesia is not easy, Aleksandrzak argues that the teacher should make the students fun in learning process (as cited in Herlina & Holandyah, 2017, p. 108). If the students are not fun and interested in the lesson, the teacher will be very difficult to make the students understand the lesson. english teachers must create an interesting atmosphere in teaching learning process because the student's ability of learning english depends on their previous experience.

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test (p. 141). But when we learnt English as a foreign language, we made many mistakes or errors whether in pronunciation, spelling, grammar or vocabulary (Arif, 2015, p. 26).

Brown further says that there are five basic types of speaking. They are described as follows:

a. Imitative

   This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

b. Intensive

   This second type of speaking frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

c. Responsive

   This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.

d. Interactive

   Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.

e. Extensive

   Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Hence, in this study the researcher selected interactive as a type of speaking activities. It is because this type of speaking require the students to do transaction language and the purpose to have social relatonships.

2.3. Principles of Teaching Speaking

According to Harmer (2001), there are 6 principles of teaching speaking; they are as described below (p. 102):

a. Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple;
b. Ask students to talk about what they want to talk about.
c. Ask students to talk about what they are able to talk about.
d. Provide appropriate feedback.
e. Combine speaking with listening and reading.
f. Incorporate the teaching of speech acts in teaching speaking.

Moreover, Nunan (2003, p. 54-56) there are five principles for teaching speaking as described below:

a. Be aware of difference between second language and foreign language in learning context.
b. Give students chance to practice with both fluency and accuracy.
c. Provide opportunities for students to talk by using group work or pair work.
d. Plan speaking task that involve negotiation for meaning.
e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

2.4. The Use of YouTube Videos

YouTube is an entertainment and social interaction website. It was established in February 2005 by Chad Hurley, Steve Chen, and Jawed Karim. It launched live in November 2005. Within 12 months the site had grown expontentially and with the assistance of venture capitalist funds the site has over 2 billion times videos viewed per day (Timeline, 2011). Camscore (2009) defines YouTube as video sharing website in which users upload and share videos, and view them in various format.

According to Sherer and Shea (2002, p. 7), there are five values of YouTube videos. They are as follows:

a. Providing increased opportunities for interactions among students and teacher.
b. Making available a greater array of resources.
c. Enabling students to take a more active role in learning process.
d. Supporting a variety of learning styles.
e. Improving the development of higher order cognitive skills.

Similary, Harmer (2001, p. 284) also points out that there are many advantages in using videos in the teaching and learning process:

a) Seeing language-in-use, students do not only hear language but also they see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
b) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Moreover, Smaldino, Russell, Heinich, and Molenda (2005, p. 291) state that teachers can use YouTube videos to provide baseline knowledge for all students. The packaged media can serve as an alternative to teachers.

a) Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion makepersonalities come to life.

b) Demonstrations

Videos are great for showing how things work. Demonstrations of motor skills can be more easily seen through media than in real life. If teachers are teaching a step by step process, teachers can show it in real time, speed up to give an overview or slow down to show specific details.

c) Virtual Field Trips

Videos can take students to places they might not be able to go otherwise. Teachers can take their students to the Amazon rain forest, the Jungles of New Guinea to observe the behavior of animals in the field. Teacher and students can go to those places and many others on videos.

d) Documentary

Videos are the primary medium for documenting actual events and bringing them into classroom.

e) Dramatization

Videos have the power to hold the students spellbound as a human drama unfolds before their eyes.

f) Discussion Basics

By viewing videos together, a diverse group of students can build a common base of experience as a catalyst for discussion.

From the explanation above, it is obvious that videos have many advantages such as; supporting the teaching and learning process in the classroom, enabling students to learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions, and enabling students to learn about culture from other countries what other people in other countries wear, eat, and many more. It is also a main language on the internet and computer's storage systems. Therefore, a good mastery of English is a very essential skill in this global communication era (Masita, 2013, p. 31).

2.5. Selecting YouTube Videos as Authentic Material

Pitaloka (2014, p. 2) argues that the use of technology in education has been strongly suggested and highlighted by 2013. Curriculum as stated in core competence 3 in english syllabus which was 'to understand and to apply knowledge (factual, conceptual, and procedural) based on student's curiosity about science, technology, art, and culture related to visible phenomena and events. There are millions of materials which are not appropriate with English teaching and learning material. The teachers should be aware and careful when

selecting the material which is proper with students' need. It is quite possible that the teacher gives borders to the students about the material that will be accessed. It is very necessary that the teachers give cues or address to access it. There are some criteria for choosing videos:

a. The level of English depending on the age-group.

   It has purpose for a level where children can understand about 80%. And around 20% they can guess or learn the other.

b. The Length

   It is very important to avoid overwhelming videos to the students. It should not too be long. Trying to choose videos lasting for no more 5-8 minutes.

c. Run Through

   It also must consider estimating the times students will take do each activity and how many times the teacher shows the clip again. On the other hand, the teacher must estimate the duration in giving intervention to students by using YouTube videos.

d. Set Context

   Before starting, the teacher should set the scene of videos which come from a sequence or part of a story. It is necessary giving briefly outline plot, characters or situation and show the videos with sound off for a few seconds to elicit where the people are, who they might be, what they are talking about etc.

e. Availability of related Materials

Many authentic videos now come with ready made materials that can be used for language teaching. Other videos may have been adapted from books which could be used in the classroom to support the videos.

Hence, in order to have a good teaching and learning process the teachers of English must select instructional materials with distinct objectives, the students' level and interest in mind, and get to know it well before using it. There should be an apparent purpose for every videos that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion.

2.6. Types of Videos

Harmer (2001, p. 284) states there are three basic types of videos which can readily be used in class.

a. Off-air programs

Programs recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The programs and excerpts are ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own activity. Teachers have to remember that all television programs have copyright restrictions which vary from country to country. It is important

to know what the law is and realize that breaking it can have serious consequences.

b. Real-world videos

Teachers and students should not use separately published videotape material such as feature films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential. Teachers need to judge the length of the extract in the same way too.

c. Language learning videos

It means videos to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

Based on the above-stated explanation, it is obvious that there are many types of videos. In this case, the researcher used real-world videos or documentary videos which were downloaded from YouTube. This due to the researcher's assumption that documentary videos are one of authentic materials which areclose to real-life.

2.7. The Concepts of Snowball Throwing Technique

Snowball Throwing method is one of teaching method that based on the material is given by the teacher and the application in class like a game to study English. According to Depdiknas (2001:5) "Snowball throwing method is one

teaching method that effective and that is recommendation by UNESCO learning to know, learning to do, learning to live, and learning to be". Edmunds S & Brown G (2010, p.16) said that Snowball is recommended methods to improve interaction and one can set specific tasks for the other students in the group such as requiring them to ask questions, summarise key points, offer alternative views or comment on the content and quality of the presentation. Moreover, by using a DVD clip or audio-recording usually better to direct the students to look for and listen to specific features of the recordings.

Farrel and Jacobs (2010, p.35) described that snowball throwing is a useful cooperative learning method because each member works alone first and then presents to the group, thus students are discouraged from either doing nothing or, the opposite, attempting to dominate the group. Sociologically, cooperative learning can foster self-awareness and altruism amongst learners and also enhance the importance of the individual in social life. The founder of cooperative learning is John Dewey in 1916 with his book "Democracy and Education". From the points above we can conclude that cooperative learning using the STT is a learning system that prioritizes the opportunities for the active participation of learners in learning especially for interactive dialogue. Because in the STT all the students get the opportunity to give and answer questions from other students in their group and they are required to participate actively in class. The technique facilitates the development of interactive dialogue between the student learners since one of the features of cooperative learning is group interaction. Furthermore, The STT is also able to increase the speaking ability of students because in these activities they will have different roles including having to speak. This means that

they do not have to take the same responsibilities all the time since in this technique the students should formulate and answer questions properly and correctly.

2.7.1. Advantages and Disadvantages of the Snowball Throwing Technique

Jaques and Salmon (2006, p. 123-124) lists the advantages of the STT as follows:

1. Good for encouraging the creation of wellintegrated ideas
2. Allows students to think for themselves before discussing
3. Generates full and lively participation in plenary discussion

In contrast to the above advantages, the disadvantages of STT is it can break up cohesive feeling in some groups and takes time to unfold.

2.7.2. Teaching Procedures

In the process of teaching and learning in the classroom, the researcher follow the three steps of teaching activities. First, pre-teaching activity. Second, whilst-teaching activity and the last is post-teaching activity. In the experimental group, the researcher apply YouTube videos as a media for teaching snowball throwing strategy in improving the students' speaking and skill. The activities is completed in one cycle which take fourteen meetings include pretest and posttest, 90 minutes for each meeting. The researcher adopt the teaching procedures from three stages of activities in teaching by using Snowball Throwing Tecnique proposed by Sanchez (2010, pp. 131) and modified the teaching procedures as needed for this present study. Thus, the procedures of teaching Snowball Throwing Technique in both groups are listed below:

A. Pre teaching activities

1. The teacher introduced general topic. The YouTube videos as part of the steps in deliverng the material and let the students generated all the vocabulary and other information they knew about the topic and explained the materials which will be going to be present.
2. The teacher explained about the process of Snowball Throwing Technique and told what will the students done.

B. Whilst teaching activities

1. Teacher presented the material to be presented

   The teacher played video for the 1st time and asked the students to watch the video attentively.

   The teacher played video for the 2nd times and asked the students to watch the videos while taking note some phrases or sentences and the information from it.

2. Each student finds a partner.
3. In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.
4. The students ball up their papers.
5. The “question” students line up on one side of a line, rope, or ribbon.
6. The “answer” students line up on the other side. Both lines should be facing each other.

7. On the teacher's signal, the students throw their "snowballs" across the line.
8. At the teacher's stop signal, everyone picked up one snowball and tried to find the partner snowball.
9. In their new pairs, students read their question and answer, then use their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer.
10. Students can also use their work to create group or class resource books for that topic.
11. To facilitate learning by the students, the teacher helps them who have problems. To enrich the interaction among them, the teacher also pose some questions and asked for help to answer them from the students.

C. Postviewing activities

1. The teacher then evaluates the learning process and provides feedback to the students about the activities that they have just done.
2. The teacher concludes about the material.

D. Learning Material

Learning materials using YouTube videos in the experimental group could be seen in Table 1 below:

Table 1. Material for Teaching Speaking

Meeting	Materials	Time Allocation
	Pretest https://www.youtube.com/watch?v=Gu0OOMpdvew	90
1st	Bali, Indonesia https://www.youtube.com/watch?v=CB70skVw3nU	90
2nd	The beautiful places in the world https://www.youtube.comwatchv=SbeHjcLOkgs	90
3th	National Geographic World Traveller-Vietnam https://www.youtube.com/watch?v=I71JP7WiPdE	90
4th	Hongkong Vacation Travel Guide https://www.youtube.com/watch?v=72__Mdioty8	90
5th	Lombok, Indonesia Travel Guide https://www.youtube.com/watch?v=d6dW6TuQw-g	90
6th	Imperial Palace & Chidorigafuchi | Tokyo, Japan https://www.youtube.com/watch?v=US73TOLmXD8	90
7th	Natural History Museum of Los Angeles https://www.youtube.com/watch?v=8-LoHO3l0CA	90
8th	Hawaii - National Geographic World Traveller https://www.youtube.com/watch?v=udp-XfXqxPg	90
9th	Seven Things You should Know before You Visit New Zealand https://www.youtube.com/watch?v=kD-Ml7mMXBg	90
10th	National Monuments, Historic Sites and Landmark https://www.youtube.com/watch?v=gMYkqpl3Xm4	90
11th	Land of the Queen of Sheba https://www.youtube.com/watch?v=3adHF606CnU	90
12th	Gilbert/Joffre House – National Register of Historic Places https://www.youtube.com/watch?v=L1F6sZht9pg	90
	Posttest https://www.youtube.com/watch?v=Gu0OOMpdvew	90

2.8. Previous Related Studies

Pertaining to this study, there are some research findings in relation to the use of Snowball Throwing in the classroom. Research finding done by Susanty (2016), she tried to figure out whether or not there was any significance improvement in speaking a between students who were taught through Snowball

Throwing Technique in the classroom. This research was to investigate the effect of Snowball Throwing Technique (STT) application in teaching speaking to the eleventh grade students of a senior high school in Banda Aceh. The topic given to the students was the expression of asking and giving opinion and suggestion. A number of 29 students were randomly selected for the experimental class (EC) and another 29 students for the control class (CC). The results showed that the mean of the post-test of EC was 48.51, while the mean of CC was 42.43. The mean score of the pre-test of EC was 38.58, and the mean score of CC was 38.89. It can be concluded that the students who were taught by using the STT have a better performance than those who were not.

Another research finding done by Amilia (2016), he found that first, it could be concluded that Snowballing significantly improved the students' reading comprehension achievements and students participation. It was found out that the students in experimental group got higher reading comprehension achievements than those in control group after being taught by using Snowball Throwing. Moreover, there was significant difference in reading comprehension achievement between the students who were taught by using Snowball Throwing and those who were not. Second, there was improvement by percentage of students who were actively participated after being given action. Hence, it could be concluded that the results after use of Snowball Throwing achieved the target.

In addition, there was Nurlisma (2015) in her research, it was about to investigate the effect of method of Snowball Throwing can improve students' motivatiion in learning speaking. She found that YouTube improved reading comprehension of university students in terms of understanding the novel's event and comprehending all questions in the posttest. They found there were

differences score among the students' score of pre-test before doing the action and after doing the action of post test in each cycle. Thepost-test in cycle she showed that the mean of students' score is 63,07 and in the post test of cycle II the mean of students' score become 70. It means that the score has passed the Minimum Completeness Criteria (KKM) that have been determined by the school.

From the studies above, there are similarities and differences between their studies and present study. The similarity is that dealing with Snowball Throwing. The differences are in the problem and purpose of the study. The purpose of their studies was to find out whether or not Snowball Throwing had a significance difference in reading comprehension achievement, speaking skill, and motivation in speaking. In present study, the researcher intends to find out whether or not Snowball Throwing has a significance difference in students' speaking skill.

2.9. Hypotheses of the Study

1. H_o : There is no significant improvement in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang who by using YouTube Videos with Snowball Throwing Technique before and after treatment?

   H_a : There is significant improvement in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang by using YouTube Videos with Snowball Throwing Technique before and after treatment?
2. H_o : There is no significant difference in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang who are taught by using YouTube Videos with Snowball Throwing Technique and those who are not?

H_a : There is significant difference in speaking achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang who are taught by using YouTube Videos with Snowball Throwing Technique and those who are not?

3. H_o : There is no significant difference in speaking achievement of good, average, and poor categories in the eleventh grade students of SMA Muhammadiyah 6 Palembang.

   H_a : There is significant difference in speaking achievement of good, average, and poor categories in the eleventh grade students of SMA Muhammadiyah 6 Palembang.

2.10. Criteria of Hypotheses Testing

In criteria of testing the hypotheses, the result depends on the problems investigated. To test the hypotheses, the writer will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the writer's hypotheses are determined based on the following criteria:

1. If the p-output (Sig. 2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.093), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

- If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.093), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted

2. If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2.429), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

- If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2.429), the alternative hyphotesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

3. if p-output (Sig. 2-tailed) is lower than 0,05 the significant difference was accepted. While the significant difference was rejected when the p-output (Sig. 2-tailed) was higher that 0,05.

2.11. Research Setting

The writer conducted her research at SMA Muhammadyah 6 Palembang that was located on Jl. Balayudha KM 4,5 Ario Kemuning, Palembang 30151. The present headmaster of SMA Muhammadiyah 6Palembang is M. Erlan, S.pd. In the senior high school, speaking is very difficult for many students to achieve this standard even though they have been taught using all the materials provided in the curriculum within the appropriate time limits. It was caused many factors including the limited students' vocabularies, did not have self confident and knowledge of grammar. The other factor that many influence the students speaking ability is the lack of practicing speaking English because the teachers never asked them to practice when teaching and learning process and also the teachers did not use English when explain the material. The students only translate and full fill the exercise every meeting. So thats students in this school got difficult when thewriter force them to speak.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents (1) research design, (2) research variable, (3) operational definition, (4) population and sample, (5) data collection, (6) research instrument analysis, (7) data analysis.

2.1. Research Design

In this study, the quasi-experimental design was used and would be primarily concerned on the nonequivalent groups pretest-posttest-control group design or comparison group design. Two groups that are actually experimental and control groups were assigned in this method. The experimental and control group were administered pretests and posttests but the treatment was only given to the experimental group.

McMillan and Schumacher (2010) point out that nonequivalent groups pretest-posttest-control group design or comparison group design is very prevalent and useful in education. In addition, Creswell (2003, p. 169) reveals that the experimental and the control groups are selected without random assignment in this design. The design is as follows:

Experimental Group	O_1	X	O_2
Control Group	O_3	−	O_4

Where : O_1 : Pre-test (experimental group)
O_2 : Post-test (experimental group)
O_3 : Pre-test (control group)
O_4 : Post-test (control group)
X : Experimental treatment
− : No treatment

In this study, the writer were given treatment for the experimental group only by applying the YouTube videos with Snowball Throwing Technique. The treatment was done for fourteen meetings which was taken ninety minutes per meeting. While the control group referes to the group that did not receive treatment as in the experimental group.

2.2. Research Variables

This research consisted of two variables, namely independent variable and dependent variable. According to Fraenkel and Wallen (2009, p. 42), independent variable is chosen by the researcher to be studied in order to asses the possible effect(s) on one or more other variables. The independent variable of this research will use of snowball throwing technique. Frankel & Wallen (2009, p. 42) state , "The variable that the independent variable is presumed to affect is called a dependent variable". The dependent variables of this research is students' speaking skill.

2.3. Operational Definitions

In order to avoid misunderstanding of the terms definition, the researcher operationally defined the terms as described below:

1. Snowball Throwing Techique

   A modification techique of asking the students to speak up by making a group to improve leadership, independent and creativity while playing the games. So, it can create a lively classroom atmosphere.

2. YouTube videos

   An online materials that used in this research and can be embedded in educational environment. This website provides learners with authentic

situations and with everyday clips that help them to get better understanding of their lessons.

3. Students' Speaking Ability

   The students' speaking skill is obtained before and after the treatment by using Snowball Throwing Technique and it will measure by SOLOM rubric.

2.1. Population and Samples

2.1.1. Population

Fraenkel and Wallen (2009, p. 68) point out that population is larger group of interest to the researcher which used to generalize the results of the study. The population of this research is the eleventh grade of SMA Muhammadiyah 6 Palembang in academic 2017/2018.

Table 2. The Population of Eleventh Grade at SMA Muhammadiyah 6 Palembang

No.	Class	Number of students
1.	XI. IPA 1	20
2.	XI. IPA 2	20
3.	XI. IPA 3	26
4	XI.IPS	40
	Total	106

2.1.2. Sample

Sample refers to groups of individuals from whom data are collected. McMillan and Schumacher (2010, p. 129) state that in quantitative studies, the selection of the group of subjects or participants from the population is called sample. In addition, in the process of sampling, the researcher needed to select the individuals who will participate and be observed (Fraenkel & Wallen, 2009, p. 68).

In this research, the writer have chosen XI IPA 1 and XI IPA 2 class with40 students as the sample to observe by using purposive sampling method. Purposive sampling was used to select the sample. It is the one in which the person who was selecting the sample is who tries to make the sample representative, depanding on his opinion or purpose, thus being the represantation subjective (Barreiro & Albandoz, 2001, p. 124).

The reason why the writer used this method because the writer had an interview with one of the English teacher in SMA Muhammadiyah 6 Palembang. Then, the teacher recommended XI. IPA 1 and XI. IPA 2 class since the have the same characteristics and they have some basic English.

Table 3. The Sample of Eleventh Grade at SMA Muhammadiyah 6 Palembang

No	Class	Male	Female	Total
1	XI.IPA 1	13	7	20
2	XI. IPA 2	10	10	20
	Total			40

3.5. Data Collection

3.5.1. Test

The purpose of the test to measure students' ability in speaking before and after the treatments in the experimental group by using YouTube Videos with Snowball Throwing Technique . The kind of this test was monologue, based on the syllabus of 11th grade, because they produce oral language by themselves. The writer used the pre-test and a post-test. The pre-test and post-test were administrated before and after the treatment. The instrument which was used in pre-test and post-test was the same. The first time, it was given before teaching learning activities (pre-test) and the second time was given after teaching activities (post-test) in order to find out whether or not the implementing of

YouTube Videos with Snowball Throwing Technique significantly improved students' achievement in speaking ability.

3.5.2. Pre-test

Pre-test was given before the treatments in the experimental. Pre-test was given to the experimental group in order to identify the students' master of speaking ability in each number of sampling carrying out the experiment. It was done before treatment was given. The writer asked the students to speaking monologue based on the video given by the writer in 1 minute.

3.5.3. Post-test

In this study, the writer gave post-test to the experimental after conducting treatments. Creswell (2012, p. 297) states that a post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. The treatment which was given to the experimental group was YouTube Videos with Snowball Throwing Technique. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to measure students' ability in writing after implementing YouTube Videos with Snowball Throwing Technique. The result of this test compared with the result of pretest in order to know the effect of teaching speaking by using YouTube Videos with Snowball Throwing Technique to students' speaking ability. From the posttest, the writer got the data that was used to measure the students' progress taught by using YouTube Videos with Snowball Throwing Technique.

3.6. Research Instrument Analysis

3.6.1. Validity Test

The researcher should consider the validity of the test in giving the test to the students. Brown (2004, p. 22) defines validity as the degree to which the test

actually measures what it is intended to measure. In this study, the researcher applied content validity and construct validity to measure whether the instruments for pretest or post-test activities are valid or not.

1) Content Validity

According to Brown (2004, p. 22) A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has the content validity, a specification of the skills or structures was made based on the curriculum and syllabus.

Table 4. Specifications Table of Speaking Test

Standard Competence	Basic Competence	Indicator	Types of test
3.Understand,apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture,and huanities with human insight, national, state, and civilization related causes of phenomena and events, as well as implementing the procedural knowledge specific field of study according to the flairs and interests to solve the problem. 4. Prosess, think out, and present in the realm of concrete and abstract to develop in learning at school in indepentent and capable of using the methode according to the rules of scientific.	4.4.1. Analyzing social functions, text structure, and linguistic elements in Descriptive text oral or written, shortly and clearly about the famous tourism places and hictorical places.	1.Perform monologue to describe something related to the context.	Speaking test

2) Contruct Validity

According to Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. In addition, Cohen, et.al (2007, p. 138) argues that a construct is an abstract; this separates it from the previous types of validity which dealt in actualities-defined content. The construct validity of this study involved items for pre-test and post-test and lesson plans for experimental group.

After constructing the instruments related to some aspect measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument were valid or not to be applied in research activities. There are some characteristics of validators and raters, such as 1) English educational background, 2) Lecturer of English, and 3) Minimum 550 TOEFL score. In this study, the construct validity of the research instruments involves two types. They were writing test for pretest and posttest activities, and lesson plan for experimental group. In this study, there were three validators, and from the three validators could be assumed that the instrument and lesson plan were appropriate to apply to the research. The result of three validators of this research instruments test, lessons plans, and materials can be seen in (Appendix B)

3.6.2. Reliability Test

In this study, inter-rater reliability test were used to find out the reliability of the result of students' speaking tests. In order to figure out the reliability of the test, the researcher used inter-rater reliability. The inter-rater reliability would be checked by using raters' judgements on the language produced by students in terms of oral forms of English. After giving test, there will be three raters involve

in this study to give scores on students's speaking tests. To scores the speaking tests, the raters used Brown (2004, p.172-173) rubrics. The raters had selected base on three criteria: 1) they graduated from strata 2 of English study program; 2) they had minimum 3 years teaching experiences and 3) they had 550 for TOEFL minimum scores.

After the data obtained, the writer analyzed the data from the test, pretest and posttest between two groups, experimental and control groups. In analyzing the data, the writer described some techniques as follows:

3.6.3. Data Analysis

Before the data was analyzed, distribution of the data was used to see the distribution of frequency the data and descriptive statistics. The procedure in distribution of the data is described as follow:

1) Speaking Test Analysis

To interpret the students' individual score, the range of speaking ability used is as follows: excellent, good, average, poor, and very poor.

Table 5. The Scores and the Grades of the Students' Speaking Achievement

Range of Score	Grade	Students' Competency Level
81-100	A	Excellent
61-80	B	Good
41-60	C	Average
21-40	D	Poor
<21	E	Very Poor

2) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage is achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental and control group.

3) Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation are analyzed. Descriptive statistics were obtained from students' pretest and posttest scores in experimental and control groups.

3.6.4. Prerequisite Analysis

Before analyzing the data, pre-requisite analysis was done to see whether the data obtain are normal and homogenous. The procedures in pre-requisite analysis as follow:

1) Normality Test

Normality test was conducted to know whether the data obtain is normal or not. The data is classified into normal when the p-output is higher than 0.05 level (Basrowi and Soenyono, 2007, p. 85). To test the normality, the writer used Kolmogorov Smirnov in SPSS program. The normality test was used to measure students' pretest and posttest scores in both groups (experimental and control group).

2) Homogeneity Test

Homogeneity test was used to measure whether the data obtained are homogenous or not. Basrowi and Soenyono (2007, P. 106) define the score is categorized homogen when the p-output is higher than mean significant difference at 0.05 levels. The homogeneity test was used to measure students' pretest and posttest scores in both groups (experimental and control). In measuring homogeneity test, the writer use Levene Statistics in SPSS program softwere.

3.6.5. Hypotheses Test

To analyze the data, the reseacher used t-test. It is run by SPSS version 22.0 software. There are three kinds of how to do t-test. They are paired sample, independent sample, and two-ways ANOVA.

1. Measuring Significant Improvement

In measuring a significant improvement, paired sample t-test was used for testing students' pretest to posttest in experimental group. The significant of improvement is accepted whenever p-output is lower than 0,05.

2. Measuring Significant Difference between Two Variables

In measuring a significant different, independent sample t-test was used for testing students' posttest scores in experimental and control groups. Thesignificant difference is accepted whenever p-output is lower than 0,05.

3. Measuring Siqnificant Difference More than Two Variables

In measuring a significant different more than two variables, two-ways ANOVA was used to testing students' posttest scores in good, average, and poor categories in experimental group and posttest in control group. The significant difference was accepted whenever the p-output (Sig. 2-tailed) is lower than 0,05.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter describes the findings and interpretation of the study which consist of the score distributions of pre-test and post-test of both experimental group and control group as well as statistical analyses followed by the interpretation of the findings.

4.1. Findings

The findings of this study were to find out: (1) data descriptions (2) prerequisite analysis, and (3) the results of hypotheses testing.

4.1.1. Data Descriptions

In the data descriptions, distribution of data frequency and descriptive statistics were analyzed.

4.1.1.1. Distribution of Data Frequency

In distribution of data frequency, score, frequency, and percentage, were described. The scores were got from: (a) pretest scores of students' speaking skill in experimental group and control group, (b) posttest scores of students' speaking skill in experimental group and control group.

1. Students' Pretest Scores in Experimental and Control Groups.

In distribution of data frequency, the researcher got the interval score, frequency, and percentage. The result of the pretest scores in experimental group is described in table 6 below:

Table 6. Distribution of Data Frequency on Students' Pre-test Scores in Experimental and Control Groups

N	Category	F	Percent
20	Excellent	0	0%
	Good	1	5%
	Average	12	60%
	Poor	7	35%
	Very Poor	0	0%
	Total	**20**	**100%**

Based on the result analysis of students' pretest scores in experimental group from 20 students, it showed that there was no students in excellent and very poor category, one student (5%) in good category twelve students (60%) in fair category, and seven students (35%) in poor category. The result of the pretest scores in control group is described in table 7 below:

Table 7. Distribution of Data Frequency on Students' Pre-test Scores Control Group

N	Category	F	Percent
20	Excellent	0	0%
	Good	2	10%
	Average	15	75%
	Poor	3	15%
	Very Poor	0	0%
	Total	**20**	**100%**

Meanwhile, the result analysis in control group from 20 students, it showed that there was no students in excellent and very poor category, two students (10%) in good category, fifteen students (5%) in fair category, three students (15%) in poor category. It could be concluded that both of pretest score in experimental group and control group belonged to poor category.

2. Students' Posttest Scores in Experimental and Control Groups

The distribution of data frequency on the student's posttest scores in experimental group is described in table 8 below:

Table 8. Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

N	Category	F	Percentage
20	Excellent	4	35%
	Good	13	65%
	Average	3	0%
	Poor	0	0%
	Very Poor	0	0%
	Total	**20**	**100%**

Based on the result analysis of students' posttest scores in experimental group from 20 students, it showed that there were seven students (35%) in excellent category and twenty three students (65%) in good category. It could be said that the students got better score after the treatment. Than, the distribution of data frequency on the student's posttest scores in control group is described in table 9 below:

Table 9. Distribution of Data Frequency on Students' Posttest Scores in Control Group

N	Category	F	Percentage
20	Excellent	0	0%
	Good	4	35%
	Fair	13	50%
	Poor	3	15%
	Very Poor	0	0%
	Total	**20**	**100%**

Meanwhile, the result analysis in control group from 20 students, it showed that there was seven students (35%) in good category, twenty students (50%) in fair category and three students (15%) in poor category. It meant that control group also got quite better score than before.

4.1.1.2.Descriptive Statistics

In the descriptive statistics, the total of sample (N), frequency, percentage and minimum and maximum scores, mean scores, standard deviation were

analyzed. The scores were acquired from; (1) pretest scores in control and experimental group, (2) posttest scores in control and experimental group.

1. Students' Pretest Scores in Control and Experimental Groups

It showed that the total of sample was 20 students. The maximum score in the pretest of the experimental group was 17, the minimum score was 7, the mean score was 11,95, and the score of the standar deviation was 2,946. Then, the maximum score for in the pretest of control group was 19, the minimum score was 8, the mean score was 13, and the score of the standar deviation was 2,772. The result analysis of descritive statistics in experimental and control group is described in Table 10 below.

Table 10. Descriptive Statistics on Students' Pretest Scores in Experimental and Control Groups

Group	N	Min	Max	Mean	Std.Deviation
Experimental	20	7	17	11,95	2,946
Control	20	8	19	13	2,772

2. Students' Posttest Scores in Control and Experimental Groups

It showed that the total of sample was 20 students. The maximum score in the posttest of the experimental group was 22, the minimum score was 15, the mean score was 18,15, and the score of the standar deviation was 2,323. Then, the maximum score in the posttest of control group was 17, the minimum score was 10, the mean score was 13,35, and the score of the standar deviation was 2,109. The result analysis of descritive statistics in experimental and control group is described in Table 11 below.

Table 11. Descriptive Statistics on Students' Posttest Scores in Experimental and Control Groups

Group	N	Min	Max	Mean	Std.Deviation
Experimental	20	15	22	18,15	2,323
Control	20	10	17	13,35	2,109

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses that should be done. They were normality test and homogenity test.

4.1.2.1.Normality Test

A normality test is used to detemine whether sample data has been drawn from a normally distributed population. Normality test was done to know whether the results of students' pretest and posttest in control group and experimental group are normal or not. In measuring normality test, 1 Sample KolmogorovSmirnov in SPSS version 22.00 was used. The test is considered normal whenever it is higher than 0.05. The data of normality test was figured out in Table 12 below;

Table 12. Normality Test of Students' Experimental and Control Groups

Groups	Scores	Kolmogorov-Smirnov		
		Statistic	Df	Sig.
Control	Pretest	,135	20	,200
	Posttest	,166	20	,151
Experimental	Pretest	,157	20	,200
	Posttest	,173	20	,120

From the table above, the normality test results showed that the significance value in the control group was 0.200 for the pretest and 0,151 for the posttest. Then, the results of experimental group were 0.200 and 0.120 for the pretest and posttest. Thus, it can be concluded that the score distribution of both groups were normal.

4.1.2.2.Homogeneity Test

The homogeneity test was done to know whether the results of the students' pre-test and post-test scores in experimental group and control group are homogenous or not. In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula that used to analyze the homogeneity data.

The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups. The result of homogeneity test was figured out in Table 13 below.

Table 13. Homogeneity Test of Students' Pretest and Posttest Scores in Experimental and Control Groups

Groups	**Sig.**	**Category**
Pretest (Experimental-Control)	0,454	Homogenous
Posttest (Experimental-Control)	0,338	Homogenous

Based on the homogeneity test, it was found that the significance level of students' pretest was 0,454. From the result of the output, it could be stated that the students' pretest in experimental and control group were homogenous since it was higher than 0.05. Meanwhile, it also found that the significance level of students' posttest was 0.338. Therefore, it could be said that the students' posttest in experimental and control group were homogenous since it was higher than 0.05.

4.1.3. Result of Hypothesis Testing

In this result hypothesis testing, measuring means significant improvement was presented.

4.1.3.1. Result Analysis of Measuring Significant Improvement

In this research, paired sample t-test was used to measure the significant improvement on students' speaking skill by using Snowball Throwing Technique at the eleventh grade students of SMA Muhammadiyah 6 Palembang**.** The analysis result of paired sample t-test was figured out in Table 14 below.

Table 14. Result Analysis of Measuring Significant Improvement

Test	Mean	T	Df	Sig. (2 tailed)	Ha	Ho
Pretest Posttest	6.200	7.949	19	.000	Accepted	Rejected

Based on the table analysis, it was found that the p-output was .000 and the t-value was 7,949. It could be stated that there was a significant improvement on students speaking skill by using Snowball Throwing Technique because the poutput was lower than 0.05 and the t-value was higher than t-table (df 19 = 2.093). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Table 15. Result Analysis of Significant Difference between Two Variables

Group	Mean	T	Df	Sig. (2 tailed)	Ha	Ho
Control	18,15	6,841	38	.000	Accepted	Rejected
Experimental	13,35					

Based on the table analysis, it was found that the p-output was .000 and the t-value was 6.841**.** It could be stated that there was a significant difference on students' speaking skill by using Snowball Throwing Technique because the poutput was lower than 0.05 (0.000 < 0.05) and the t-value was higher than t-table (6.841 > df 38= 2.429). Therefore, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Moreover, it showed that t value was positif (6.841) meant that mean score of student's posttest in experimental group was higher than in control group. It could be stated that there was a significant difference on students' speaking skill.

4.1.3.2.Result Analysis of Measuring the Significant Difference More than Two Variables

In this research, two-way ANOVA was used to measure he significant difference on students' speaking skill taught by using YouTube videos with Snowball Throwing Technique and those who were not in (good, average, and poor) categories. The analysis result of two-way ANOVA is figured out in Table 16 below.

Table 16. Result Analysis of Measuring the Significant Difference more than Two Variables

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	330,565[a]	4	82,641	30,965	,000
Intercept	4149,423	1	4149,423	1554,7 51	,000
Aspect	90,027	2	45,014	16,866	,000
Group	20,232	1	20,232	7,581	,009
Aspect * Group	,668	1	,668	,250	,620
Error	93,410	35	2,669		
Total	10315,000	40			
Corrected Total	423,975	39			

Based on analysis of two-way ANOVA from students' posttest scores in control group with 20 students and experimental group with 20 students in (good, average, and poor) categories. It could be seen that there were 20 students includes in good category, 17 students included in average category and 3 students included in poor category.

The statistical analysis in measuring significant difference more than two variable using two-way ANOVA found that the p-output was ,620. From the poutput it can be stated that there is no significant interaction effect of speaking category on students's speaking skill achievement taught using STT and conventional strategy because p-output was higher than 0,05. It means that there is

no differences both categories good, average, and poor are same; Snowball Throwing Technique and teacher's strategy can be applied in both of categories.

4.2. Interpretation

In accordance with the above findings, some interpretation could be drawn that teaching by using YouTube videos with Snowball Throwing Technique can improve the students' speaking ability significantly. There were some reasons why YouTube videos with Snowball Throwing Technique could improve the students' speaking achievements. The following is the interpretation in detail.

First, it might be caused by some activities in teaching by using YouTube videos with Snowball Throwing Technique such as previewing, viewing, and postviewing activities which required the students to watch the videos by tapping their background knowledge, to respond to the videos or to practice some particular language point, and to stimulate their interest in the topic. In addition, after watching the videos, the students could discuss and share their ideas to one another in a group. This is also supported by Lialikhova's finding (2014, p. 104) that the use of different pre-, while- and post-viewing activities can facilitate pupils' understanding of the video.

The second reason why YouTube videos with Snowball Throwing Technique could improve students' speaking achievement was because the content of videos which exposed to real-life that can attract students' attention and make the teaching and learning process more alive. This statement is strengthened by Flynn (1998, p. 67) that video brings language in the context of life in realistic settings to the classroom. Hence, this strategy requires students to think and discuss the same topic in different point of view. Snowball Throwing Technique allowed the students to partcipate in brainstorming the idea and giving feedback

each other confidently (Sanchez, 2010, p.131) . Furthermore, by Snowball Throwing Technique students felt enjoyable in speaking since the researcher paired up the students, this statement is strengthened by Amilia (2012) they could interact with their friends, such as asking and giving suggestion about their opinion each other.

The other reasons why YouTube videos could improve students' speaking achievement might be caused by its implementation, the students seemed excited and enthusiatic to watch the videos. They were also given the chance to analys some events in the videos. It also implied that using videos could stimulate students to speak English. Since they worked collaboratively in groups, students could freely share their ideas each other. The collaboration among students in one group could be a good way for those who were not confident to speak. In this case, the students were treated to use English to interact with others but they could ask some help and suggestions from others, including from writer, whenever they found some problems in expressing something. Furthermore, in terms of speaking achievement, experimental group students made the highest improvement in vocabulary. It was because the students enriched their vocabulary during treatment by watching many kinds of YouTube videos. By doing so, they got new vocabularies as it was found in a study conducted by Ismaili (2013). However, there was one aspect, fluency, which showed the least significant improvement in experimental group. Probably, when the researcher asked the students about the videos some of them were not ready to tell the event. They just focused on the fixed vocabularywhich made themdifficult to speak.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusions and (2) suggestions. The conclusions and suggestions are made on the basis of the findings of the study in the previous chapter.

5.1. Conclusions

Several conclusions could be drawn based on the findings in the previous chapter. Firstly, the Snowball Throwing Technique was effective to enhance students' speaking ability of the eleventh graders of SMA Muhammadiyah 6 Palembang in academic year 2017/2018. It could be seen from the improvement they got after the intervention. The data showed that the Snowball Throwing Technique had successfully encouraged students to have better speaking ability than those who were not taught by using this strategy.

To sum up the findings and interpretation above, following are several conclusions and suggestions to be considered. First, it could be concluded that Snowball Throwing Technique significantly improved the students' speaking ability. It was found out that the students in experimental group got higher score than those in control group after being taught by using Snowball Throwing Technique. Moreover, In terms of aspects of speaking skills, there were also significant improvements in five aspects of speaking. \

Second, there was significant difference in speaking ability between the students who were taught by using Snowball Throwing Technique and those who were not. Hence, it could be concluded that the use of Snowball ThrowingTechnique significantly improvedthe students' speaking achievement.

5.2. Suggestions

Based on the conclusions above, the writer offers some suggestions to EFL teachers, students and also the future researchers.

For EFL teachers, using Snowball Throwing Technique can be considered as one of the strategies which could enhance students' speaking ability. Besides, it also can be used to train students to share something from the different point of view. However, in teaching speaking, teachers must pay attention to the students' problems.

For students, they need much time and practice to enlarge their knowledge especially speaking using the good grammar and they need more practice on their thinking skills due to its importance for their future education and career.

For the future researchers, the good results of Snowball Throwing Technique strategies are not limited to the speaking ability and they are helpful for other language skills. Thus the researcher of the study think that further research is needed to investigate the impact of using Snowball Throwing Technique on the other language skills and sub-skills sub-skills like listening comprehension, reading comprehension, writing, vocabulary and grammar. Furthermore, the effect of implicit and explicit of teaching using the Snowball Throwing Technique on EFL learners' different language skills and sub-skills also needs more research.

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APPENDICES

Appendix A

Lembar Penilaian Speaking Test

1. Students' watch the video entitle "Flash Flood"
2. Teacher gives students 5 minutes to prepare their speaking
3. Teacher calls the student to have speaking test one by one
4. Each student have 1 minute to perform a monologue related to the material/content in the video.

Speaking Rubric

	5	4	3	2	1
Fluency					
Pronounciation					
Grammar					
Vocabulary					
Comprehension					

Excellent : 21 – 25

Good : 16 – 20

Fair : 11 – 15

Poor : 6 – 10

Very Poor : 1 – 5

Appendix B

Lembar Validasi RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda.

1. berarti "kurang baik"
2. berarti "cukup baik"
3. berarti "cukup"
4. berarti "sangat baik"

a. Dapat digunakan tanpa revisi
b. Dapat digunakan dengan sedikit revisi
c. Dapat digunakan banyak revisi
d. Belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I	Perumusan Indikator Belajar				
	1. kejelasan Rumusan			✓	
	2. kelengkapan cakupan rumusan Indikator			✓	
	3. kesesuaian dengan kompetensi dasar			✓	
	4. kesesuaian dengan standar kompetensi			✓	
II	Pemilihan Materi Pembelajaran				
	1. kesesuaian dengan kompetensi yang akan di pakai 2. kesesuaian dengan karakteristik peserta didik 3. kerumusan dan sistematik materi			✓ ✓ ✓	
	4. kesesuaian materi dengan alokasi waktu			✓	
III	Pemilihan sumber belajar/media pembelajaran				
	1. kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)		✓		
	2. kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian sumber belajar/ media dengan karakteristik peserta didik			✓	
IV	Kegiatan Pembelajaran		✓		
	1. kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran		✓		
	2. kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. kelengkapan langkah langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.			✓	
V	Pemilihan Hasil Belajar				
	1. kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. kejelasan prosedur penilaian			✓	
	3. kelengkapan instrument soal			✓	

VI	Penilaian Validasi umum	a	(b)	c	d

Kesimpulan:

Palembang, Juli 2017

Validator I

Deni Wijaya, M.Pd.

Lembar Validasi RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda.

1. berarti "kurang baik"
2. berarti "cukup baik"
3. berarti "cukup"
4. berarti "sangat baik"

a. Dapat digunakan tanpa revisi
b. Dapat digunakan dengan sedikit revisi
c. Dapat digunakan banyak revisi
d. Belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I	Perumusan Indikator Belajar				
	1. kejelasan Rumusan			✓	
	2. kelengkapan cakupan rumusan Indikator			✓	
	3. kesesuaian dengan kompetensi dasar			✓	
	4. kesesuaian dengan standar kompetensi			✓	
II	Pemilihan Materi Pembelajaran				
	1. kesesuaian dengan kompetensi yang akan di pakai 2. kesesuaian dengan karakteristik peserta didik 3. kerumusan dan sistematik materi		✓	✓ ✓	
	4. kesesuaian materi dengan alokasi waktu			✓	
III	Pemilihan sumber belajar/media pembelajaran				
	1. kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)			✓	
	2. kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian sumber belajar/ media dengan karakteristik peserta didik			✓	
IV	Kegiatan Pembelajaran				
	1. kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran			✓	
	2. kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. kelengkapan langkah langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.			✓	
V	Pemilihan Hasil Belajar				
	1. kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. kejelasan prosedur penilaian			✓	
	3. kelengkapan instrument soal			✓	
VI	Penilaian Validasi umum	a	B	c	D

VI	Penilaian Validasi umum	a	b	c	d

Kesimpulan:

Palembang, Juli 2017

Validator II

Nike Angraini, M.Pd

Lembar Validasi RPP

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda.

1. berarti "kurang baik"
2. berarti "cukup baik"
3. berarti "cukup"
4. berarti "sangat baik"

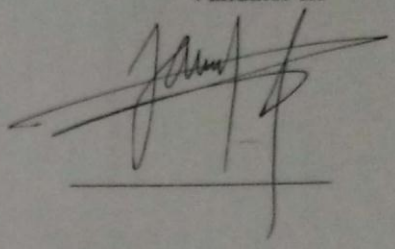
a. Dapat digunakan tanpa revisi
b. Dapat digunakan dengan sedikit revisi
c. Dapat digunakan banyak revisi
d. Belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I	Perumusan Indikator Belajar				
	1. kejelasan Rumusan			✓	
	2. kelengkapan cakupan rumusan Indikator			✓	
	3. kesesuaian dengan kompetensi dasar			✓	
	4. kesesuaian dengan standar kompetensi				
II	Pemilihan Materi Pembelajaran				
	1. kesesuaian dengan kompetensi yang akan di pakai 2. kesesuaian dengan karakteristik peserta didik 3. kerumusan dan sistematik materi		✓ ✓	✓	
	4. kesesuaian materi dengan alokasi waktu			✓	
III	Pemilihan sumber belajar/media pembelajaran				
	1. kesesuaian sumber belajar/ media pembelajaran dengan kompetensi (tujuan yang ingin dicapai)				✓
	2. kesesuaian sumber belajar/media pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian sumber belajar/ media dengan karakteristik peserta didik			✓	
IV	Kegiatan Pembelajaran				
	1. kesesuaian strategi dalam metode pembelajaran dengan kompetensi/tujuan pembelajaran			✓	
	2. kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. kelengkapan langkah langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu.			✓	
V	Pemilihan Hasil Belajar				
	1. kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. kejelasan prosedur penilaian			✓	
	3. kelengkapan instrument soal			✓	
VI	Penilaian Validasi umum	a	b	c	d

Kesimpulan:

Palembang, Juli 2017

Validator III



Appendix C

Oral Proficiency Categories

Proposed by Brown (2006, p. 172-173)

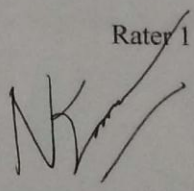
No	Score	Aspects of Oral Proficiency				
		Fluency	Pronounciation	Grammar	Vocabulary	Comprehension
1	5	Has complete fluency in language such his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	Equivalent to that of an educated native speaker
2	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	Errors in pronunciation are quite rare	Able to use thelanguage accurately on alllevels normallypertinent to professionalneeds. Errors in grammar arequite rare	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary	Can understand any conversation within the range of his experience
3	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word	Comprehension is quite complete at a normal rate of speech
4	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information	Accent in intelligible though often quite faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects
5	1	No specific fluency description	Errors in pronunciation are frequent but can be understood	Errors in grammar are frequent, but speaker can be understood	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase

Appendix D

Lembar Pretest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	3	3	3	3	15
2	S2	2	1	2	2	2	9
3	S3	3	3	3	3	3	15
4	S4	2	1	2	2	2	9
5	S5	3	2	2	3	2	12
6	S6	4	3	4	4	4	19
7	S7	3	2	2	3	2	12
8	S8	4	3	3	3	3	16
9	S9	4	2	2	3	3	14
10	S10	3	1	2	2	2	10
11	S11	4	3	3	3	4	17
12	S12	3	2	2	2	2	11
13	S13	5	3	3	3	3	15
14	S14	3	2	2	3	3	13
15	S15	2	2	2	2	2	10
16	S16	3	2	2	2	3	12
17	S17	3	3	3	3	3	15
18	S18	3	2	2	3	3	13
19	S19	3	2	2	2	2	11
20	S20	3	2	2	3	3	13

Rater 1



Nike Angraini, M.Pd

Lembar Posttest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	3	3	3	3	15
2	S2	2	2	2	2	2	10
3	S3	3	2	3	3	3	14
4	S4	2	2	2	2	2	10
5	S5	3	2	2	3	3	13
6	S6	4	3	3	3	3	16
7	S7	3	2	2	3	3	12
8	S8	3	3	3	3	3	15
9	S9	3	2	2	3	3	14
10	S10	3	1	1	3	2	10
11	S11	4	2	3	3	3	15
12	S12	3	2	2	3	3	13
13	S13	4	3	3	3	3	16
14	S14	3	2	2	2	3	12
15	S15	3	2	2	3	3	13
16	S16	3	2	2	2	3	12
17	S17	4	3	3	3	3	16
18	S18	3	2	2	3	3	13
19	S19	3	2	2	3	3	13
20	S20	3	2	2	3	2	12

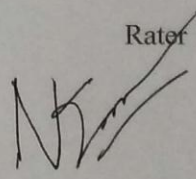
Rater 1

Nike Angraini, M.Pd

Lembar Posttest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	5	4	4	4	4	21
2	S2	3	3	3	3	4	16
3	S3	4	3	3	3	4	17
4	S4	4	3	4	4	4	19
5	S5	4	4	4	4	4	20
6	S6	4	4	4	4	4	20
7	S7	3	3	3	3	3	15
8	S8	5	4	4	4	5	22
9	S9	4	3	3	4	4	18
10	S10	4	3	4	4	4	19
11	S11	4	4	4	4	4	20
12	S12	3	3	3	3	4	16
13	S13	4	3	3	3	4	17
14	S14	4	3	3	3	3	16
15	S15	3	3	3	3	3	15
16	S16	4	3	3	3	3	16
17	S17	4	4	4	4	4	20
18	S18	5	3	4	4	5	22
19	S19	3	3	3	3	3	15
20	S20	4	3	3	3	3	16

Rater 1



Nike Angraini, M.Pd

Lembar Posttest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	5	4	4	4	4	21
2	S2	3	3	3	3	4	16
3	S3	4	3	3	3	4	17
4	S4	4	3	4	4	4	19
5	S5	4	4	4	4	4	20
6	S6	4	4	4	4	4	20
7	S7	3	3	3	3	3	15
8	S8	5	4	4	4	5	22
9	S9	4	3	3	4	4	18
10	S10	4	3	4	4	4	19
11	S11	4	4	4	4	4	20
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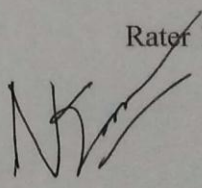
13	S13	4	3	3	3	4	17
14	S14	4	3	3	3	3	16
15	Si5	3	3	3	3	3	15
16	S16	4	3	3	3	3	16
17	S17	4	4	4	4	4	20
18	S18	5	3	4	4	5	22
19	S19	3	3	3	3	3	15
20	S20	4	3	3	3	3	16

Rater 1

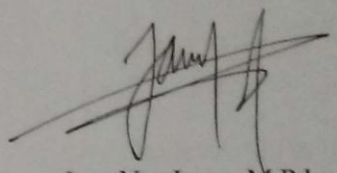


Nike Angraini, M.Pd

Lembar Pretest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	4	3	3	3	3	16
2	S2	2	1	1	2	2	8
3	S3	3	2	2	2	2	11
4	S4	2	1	2	2	2	9
5	S5	3	2	2	3	3	13
6	S6	3	3	3	3	3	15
7	S7	3	2	2	2	2	11
8	S8	2	2	2	2	2	10
9	S9	2	2	2	2	2	9
10	S10	4	2	3	3	3	15
11	S11	3	2	3	3	3	13
12	S12	4	3	3	4	4	17
13	S13	3	2	3	3	3	14
14	S14	2	2	2	2	2	10
15	S15	2	1	1	2	1	7
16	S16	3	2	3	3	3	13
17	S17	3	2	2	2	2	11
18	S18	3	2	2	3	3	13
19	S19	3	2	2	2	3	11
20	S20	3	2	3	3	3	14

Rater 2



Jaya Nur Iman, M.Pd

Lembar Posttest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	5	4	4	4	5	22
2	S2	4	3	3	3	4	17
3	S3	4	3	3	3	4	17
4	S4	4	4	4	4	4	19
5	S5	4	3	4	4	4	21
6	S6	5	4	4	4	4	21
7	S7	3	3	3	3	3	15
8	S8	5	4	4	4	4	21
9	S9	4	3	4	4	4	19
10	S10	4	3	3	4	4	18
11	S11	4	4	4	4	4	20
12	S12	3	3	3	3	3	15
13	S13	4	3	3	4	4	18
14	S14	3	3	3	3	3	15
15	S15	3	3	3	3	3	15
16	S16	4	3	3	3	3	16
17	S17	4	4	4	4	5	21
18	S18	5	4	4	5	5	23
19	S19	3	3	3	3	3	15
20	S20	4	3	3	3	4	17

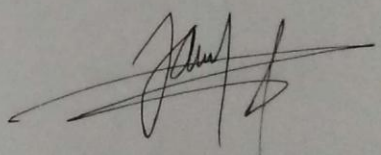
Rater 2

Jaya Nur Iman, M.Pd

Lembar Posttest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	2	3	3	3	14
2	S2	2	2	2	2	2	10
3	S3	3	3	3	3	3	15
4	S4	2	1	2	2	2	9
5	S5	3	2	2	3	2	12
6	S6	4	3	3	3	4	17
7	S7	3	2	2	2	2	11
8	S8	4	2	2	3	3	14
9	S9	3	2	2	3	4	14
10	S10	2	2	2	3	2	11
11	S11	4	3	3	3	3	16
12	S12	3	2	3	2	3	13
13	S13	4	3	3	3	3	16
14	S14	3	2	3	2	3	13
15	S15	3	2	2	3	3	13
16	S16	3	2	2	2	3	12
17	S17	4	3	3	3	3	16
18	S18	3	2	3	3	3	14
19	S19	3	2	2	3	3	13
20	S20	3	2	2	2	2	12

Rater 2



Jaya Nur Iman, M.Pd

Lembar Pretest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	4	3	3	3	3	16
2	S2	2	1	1	2	2	8
3	S3	3	3	3	3	3	15
4	S4	2	2	2	2	2	10
5	S5	3	2	2	3	2	12
6	S6	4	3	4	4	4	19
7	S7	3	1	1	3	3	11
8	S8	3	3	3	3	3	15
9	S9	3	2	2	3	3	13
10	S10	3	2	2	2	2	11
11	S11	4	3	3	4	4	18
12	S12	3	2	2	2	2	11
13	S13	3	3	3	3	4	16
14	S14	3	2	2	2	3	12
15	S15	2	1	2	2	2	9
16	S16	3	2	3	2	2	12
17	S17	4	2	3	3	3	15
18	S18	3	2	2	3	2	12
19	S19	3	2	2	2	3	12
20	S20	3	2	2	3	4	14

Rater 2

Jaya Nur Iman, M.Pd

Lembar Pretest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	3	3	3	3	15
2	S2	2	1	1	2	2	8
3	S3	3	3	3	3	3	15
4	S4	2	1	2	2	2	9
5	S5	3	2	2	3	3	13
6	S6	4	4	4	4	4	20
7	S7	3	2	2	2	2	11
8	S8	3	3	3	3	3	15
9	S9	4	2	2	3	3	14
10	S10	3	2	2	2	2	11
11	S11	4	3	3	3	4	17
12	S12	3	2	2	2	3	12
13	S13	5	3	3	3	3	15
14	S14	3	2	2	3	3	13
15	S15	2	1	2	2	2	9
16	S16	3	2	2	2	2	11
17	S17	4	3	3	3	3	16
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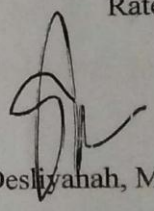
19	S19	3	2	2	2	3	12
20	S20	3	2	3	3	3	14

Rater 3



Sherly Desliyanah, M.Pd

Lembar Posttest Control Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	3	3	3	3	15
2	S2	2	1	2	2	2	9
3	S3	3	3	3	3	3	15
4	S4	2	2	2	2	2	10
5	S5	3	2	2	3	2	12
6	S6	4	3	3	3	4	17
7	S7	3	2	2	2	3	12
8	S8	4	2	3	3	3	15
9	S9	3	2	2	3	4	14
10	S10	2	2	2	2	2	10
11	S11	4	3	3	3	3	16
12	S12	3	2	3	2	3	13
13	S13	4	3	3	3	3	16
14	S14	3	2	2	2	3	12
15	S15	3	2	2	3	3	13
16	S16	3	2	2	2	2	11
17	S17	4	3	3	3	4	17
18	S18	3	2	2	3	3	13
19	S19	3	2	3	3	3	14
20	S20	3	2	2	2	2	11

Rater 3

Sherly Desliyanah, M.Pd

Lembar Pretest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	3	3	3	3	3	15
2	S2	2	1	1	2	2	8
3	S3	2	2	2	2	2	10
4	S4	2	1	1	2	2	8
5	S5	3	2	2	3	2	12
6	S6	3	2	3	3	3	14
7	S7	2	2	2	2	2	10
8	S8	2	1	2	2	2	9
9	S9	2	1	2	2	2	9
10	S10	4	3	3	3	3	16
11	S11	3	2	3	3	3	14
12	S12	4	3	3	3	4	17
13	S13	3	2	3	3	3	14
14	S14	2	1	2	2	2	9
15	S15	2	1	1	1	1	6
16	S16	3	2	3	3	3	14
17	S17	3	2	2	2	2	11
18	S18	3	2	3	3	3	14
19	S19	3	2	2	2	3	12
20	S20	3	3	3	3	3	15

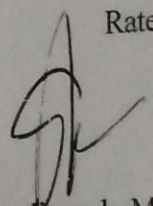
Rater 3

Sherly Deslyanah, M.Pd

Lembar Posttest Experimental Group

No	Name	Comprehension	Pronounciation	Grammar	Vocabulary	Fluency	Total
1	S1	5	4	4	4	4	21
2	S2	4	3	3	3	4	17
3	S3	4	3	3	3	4	17
4	S4	4	4	4	4	4	20
5	S5	4	3	4	4	4	19
6	S6	5	4	4	4	4	21
7	S7	3	3	3	3	3	15
8	S8	4	4	4	4	5	21
9	S9	4	3	4	4	4	19
10	S10	4	3	4	4	4	19
11	S11	5	4	4	4	4	21
12	S12	3	3	3	3	4	16
13	S13	4	3	3	4	4	18
14	S14	4	3	3	3	3	16
15	S15	3	2	3	3	3	14
16	Si6	4	3	3	3	4	17
17	S17	4	4	4	4	4	20
18	S18	5	4	4	4	5	22
19	S19	4	3	3	3	3	16
20	S20	4	3	3	3	3	16

Rater 3



Sherly Desriyanah, M.Pd

Appendix E

Pearson Product Moment Correlation between Three Raters
Experimental Group

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Pre_X	12,0000	2,95581	20
Rater2_Pre_X	12,0000	2,73380	20
Rater3_Pre_X	11,8500	3,09966	20

Correlations

		Rater1_Pre_X	Rater2_Pre_X	Rater3_Pre_X
Rater1_Pre_X	Pearson Correlation	1	,951**	,971**
	Sig. (2-tailed)		,000	,000
	N	20	20	20
Rater2_Pre_X	Pearson Correlation	,951**	1	,963**
	Sig. (2-tailed)	,000		,000
	N	20	20	20
Rater3_Pre_X	Pearson Correlation	,971**	,963**	1
	Sig. (2-tailed)	,000	,000	
	N	20	20	20

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Post_X	18,0000	2,38416	20
Rater2_Post_X	18,2500	2,65320	20
Rater3_Post_X	18,2500	2,35919	20

Correlations

		Rater1_Post_X	Rater2_Post_X	Rater3_Post_X
Rater1_Post_X	Pearson Correlation	1	,957**	,954**
	Sig. (2-tailed)		,000	,000
	N	20	20	20
Rater2_Post_X	Pearson Correlation	,957**	1	,940**
	Sig. (2-tailed)	,000		,000
	N	20	20	20
Rater3_Post_X	Pearson Correlation	,954**	,940**	1
	Sig. (2-tailed)	,000	,000	
	N	20	20	20

Control Group

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Pre_C	13,0500	2,70429	20
Rater2_Pre_C	13,0500	2,89237	20
Rater3_Pre_C	13,1500	2,92494	20

Correlations

		Rater1_Pre_C	Rater2_Pre_C	Rater3_Pre_C
Rater1_Pre_C	Pearson Correlation	1	,955**	,964**
	Sig. (2-tailed)		,000	,000
	N	20	20	20
Rater2_Pre_C	Pearson Correlation	,955**	1	,963**
	Sig. (2-tailed)	,000		,000
	N	20	20	20
Rater3_Pre_C	Pearson Correlation	,964**	,963**	1
	Sig. (2-tailed)	,000	,000	
	N	20	20	20

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Post_C	13,2000	1,93581	20
Rater2_Post_C	13,2500	2,12442	20
Rater3_Post_C	13,2500	2,38140	20

Correlations

		Rater1_Post_C	Rater2_Post_C	Rater3_Post_C
Rater1_Post_C	Pearson Correlation	1	,934**	,970**
	Sig. (2-tailed)		,000	,000
	N	20	20	20
Rater2_Post_C	Pearson Correlation	,934**	1	,944**
	Sig. (2-tailed)	,000		,000
	N	20	20	20
Rater3_Post_C	Pearson Correlation	,970**	,944**	1
	Sig. (2-tailed)	,000	,000	
	N	20	20	20

Appendix F

Percentage of Speaking

Pretest of Experimental Group

Statistics

Pretest_X

N	Valid	20
	Missing	0
Mean		11,9500
Median		12,5000
Mode		15,00
Std. Deviation		2,94645
Sum		239,00

Pretest_X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7,00	1	5,0	5,0	5,0
	8,00	2	10,0	10,0	15,0
	9,00	3	15,0	15,0	30,0
	10,00	1	5,0	5,0	35,0
	11,00	2	10,0	10,0	45,0
	12,00	1	5,0	5,0	50,0
	13,00	2	10,0	10,0	60,0
	14,00	3	15,0	15,0	75,0
	15,00	4	20,0	20,0	95,0
	17,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Posttest of Experimental Group

Statistics

Posttest_X

N	Valid	20
	Missing	0
Mean		18,1500
Median		18,5000
Mode		16,00
Std. Deviation		2,32322
Sum		363,00

Posttest_X

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15,00	3	15,0	15,0	15,0
	16,00	4	20,0	20,0	35,0
	17,00	2	10,0	10,0	45,0
	18,00	1	5,0	5,0	50,0
	19,00	3	15,0	15,0	65,0
	20,00	3	15,0	15,0	80,0
	21,00	3	15,0	15,0	95,0
	22,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Pretest of Control Group

Statistics

Pretest_C

N	Valid	20
	Missing	0
Mean		13,0000

Median	13,0000
Mode	15,00
Std. Deviation	2,77204
Sum	260,00

Pretest_C

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8,00	1	5,0	5,0	5,0
	9,00	2	10,0	10,0	15,0
	11,00	3	15,0	15,0	30,0
	12,00	3	15,0	15,0	45,0
	13,00	2	10,0	10,0	55,0
	14,00	2	10,0	10,0	65,0
	15,00	5	25,0	25,0	90,0
	17,00	1	5,0	5,0	95,0
	19,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Posttest of Control Group

Statistics

Posttest_C

N	Valid	20
	Missing	0
Mean		13,3500
Median		13,0000
Mode		13,00
Std. Deviation		2,10950
Sum		267,00

Posttest_C

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10,00	3	15,0	15,0	15,0
	12,00	4	20,0	20,0	35,0
	13,00	5	25,0	25,0	60,0
	14,00	1	5,0	5,0	65,0
	15,00	3	15,0	15,0	80,0
	16,00	3	15,0	15,0	95,0
	17,00	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Appendix G

Normality and Homogenity

Pretest of Experimental and Control Group

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Category	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest_X_C	Experimental	,157	20	,200*	,936	20	,199
	Control	,135	20	,200*	,968	20	,714

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest_X_C	Based on Mean	,573	1	38	,454
	Based on Median	,516	1	38	,477
	Based on Median and with adjusted df	,516	1	37,684	,477
	Based on trimmed mean	,560	1	38	,459

Pretest of Experimental and Control Group

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Category	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest_X_C	Experimental	,173	20	,120	,913	20	,072
	Control	,166	20	,151	,935	20	,197

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Posttest_X_C	Based on Mean	,943	1	38	,338
	Based on Median	1,136	1	38	,293
	Based on Median and with adjusted df	1,136	1	36,294	,293
	Based on trimmed mean	,956	1	38	,334

Appendix H

Paired Sample T-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_X	11,9500	20	2,94645	,65885
	Posttest_X	18,1500	20	2,32322	,51949

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_X & Posttest_X	20	,140	,557

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_X - Posttest_X	-6,20000	3,48833	,78001	-7,83259	-4,56741	-7,949	19	,000

Appendix I

Independent Sampe T-test

Group Statistics

	Category	N	Mean	Std. Deviation	Std. Error Mean
Posttest_X_C	Experimental	20	18,1500	2,32322	,51949
	Control	20	13,3500	2,10950	,47170

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest_X_C	Equal variances assumed	,943	,338	6,841	38	,000	4,80000	,70169	3,37950	6,22050
	Equal variances not assumed			6,841	37,652	,000	4,80000	,70169	3,37907	6,22093

Two Way ANOVA

Between-Subjects Factors

		Value Label	N
Aspect	1,00	Good	20
	2,00	Average	17
	3,00	Poor	3
Group	1,00	Control	20
	2,00	Experimental	20

Descriptive Statistics

Dependent Variable: Speaking

Aspect	Group	Mean	Std. Deviation	N
Good	Control	16,3333	,57735	3
	Experimental	18,7059	2,05441	17
	Total	18,3500	2,08440	20
Average	Control	13,3571	1,39268	14
	Experimental	15,0000	,00000	3
	Total	13,6471	1,41161	17
Poor	Control	10,0000	,00000	3
	Total	10,0000	,00000	3
Total	Control	13,3000	2,12999	20
	Experimental	18,1500	2,32322	20
	Total	15,7250	3,29714	40

Tests of Between-Subjects Effects

Dependent Variable: Speaking

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	330,565[a]	4	82,641	30,965	,000
Intercept	4149,423	1	4149,423	1554,751	,000
Aspect	90,027	2	45,014	16,866	,000
Group	20,232	1	20,232	7,581	,009
Aspect * Group	,668	1	,668	,250	,620
Error	93,410	35	2,669		
Total	10315,000	40			
Corrected Total	423,975	39			

a. R Squared = ,780 (Adjusted R Squared = ,755)

Appendix J

LESSON PLAN

School : SMA Muhammadiyah 6 Palembang
Subject : English
Class / Semester : XI / I
Skill Focus : Speaking
Time Allocation : 2 x 45 minutes

A. Standard Competence:

4. Express the idea of short functional dialog (*report, narrative,* and *analytical exposition*) in daily activity.

B. Basic Competence:

4.2. Expressing the idea of monologue text that use the various oral language correctly and briefly in daily activity (*report, narrative,* and *analytical exposition).*

C. Learning Objective(s)

The students are able to:
1. Students are able to orally in English
2. Students are able to give comment or suggestion by using their own words

D. Material:

Amazing Facts About Kangaroos
https://www.youtube.com/watch?v=3lzrV9NAhI4&t=36s

E. Teaching and learning Method

Snowball Throwing Technique

F. Procedure:

Pre-Activities (10')
- The teacher greets and checks students' attendance list.
- The teacher gives motivation and asks some questions related to the topic that will be discussed.

Whilst Activities (70')
1. Teacher presented the material to be presented
   The teacher played video for the 1st time and asked the students to watch the video attentively.
   The teacher played video for the 2nd times and asked the students to watch the videos while taking note some phrases or sentences and the information from it.
2. Each student finds a partner.
3. In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.
4. The students ball up their papers.
5. The "question" students line up on one side of a line, rope, or ribbon.
6. The "answer" students line up on the other side. Both lines should be facing each other.
7. On the teacher's signal, the students throw their "snowballs" across the line.
8. At the teacher's stop signal, everyone picked up one snowball and tried to find the partner snowball.

9. In their new pairs, students read their question and answer, then use their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer.
10. Students can also use their work to create group or class resource books for that topic.
11. To facilitate learning by the students, the teacher helps them who have problems. To enrich the interaction among them, the teacher also pose some questions and asked for help to answer them from the students.

3) Post Activities

1. The teacher then evaluates the learning process and provides feedback to the students about the activities that they have just done.
2. The teacher concludes about the material.

I. Scoring

Contexts	Scoring				
	Excellent	Good	Fair	Poor	Very Poor
Fluency	5	4	3	2	1
Pronounciation	5	4	3	2	1
Grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1
Comprehension	5	4	3	2	1

Excellent : 21 – 25
Good : 16 – 20
Fair : 11 – 15
Poor : 6 – 10
Very Poor : 1 – 5

Palembang, August 2017
Reseacher

English Teacher
SMA Muhammadiyah 6 Palembang

Masita, S.Pd
NIP.197511052008012007

Nabella Dwi Meilinda
13250054

The Attendance List of Experimental Group

No	Name	Meetings											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Agus Fahreza												
2	Alfonda Valendira F												
3	Dewi Asri												
4	Fitri Ardelia												
5	Fitria Ariani												
6	Gerry Anugrah A												
7	Imam Haidar F												
8	Indah Andrianti												
9	Julairia												
10	Junia Caca Bella												
11	Khoirunnisah Fadila F.F												
12	Melan Haryanti												
13	Muhammad Fitriansyah												
14	Muhammad Reza A												
15	Odrey Ariycka												
16	Putri Agustina												
17	Robiah Harul Rahma												
18	Rika Dwi Agustiri												
19	Trio Zulianto												
20	Yuni Rizkiah												

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