THE APPLICATION OF THE SNOWBALL-THROWING TECHNIQUE IN IMPROVING SPEAKING SKILL AT MTS EL-BAS CIAMIS

THESIS

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2024

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In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

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Monday, 29th July 2024

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decided that it fulfilled the requirements to get
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LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that :

1. The thesis entitled: **THE APPLICATION OF THE SNOWBALL-THROWING TECHNIQUE IN IMPROVING SPEAKING AT MTS EL-BAS CIAMIS** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 29th July 2024
The Writer,

ERVI NURAZIZAH

ACKNOWLEDGMENTS

Praise be to Allah, the Lord of all the worlds. I express my gratitude to Allah for His countless blessings that have allowed me to successfully complete my thesis. I ultimately accomplished the task.

This study aims to find out the implementing of the Snowball Throwing Technique and identify the elements that influence students' speaking skills improvement in an Islamic Boarding School. This study could provide valuable references for future research aimed at substantiating the efficacy of teaching and learning within the framework of Islamic Boarding Schools.

Upon the conclusion of this work, I would like to express my profound appreciation to my thesis advisors, Assoc. Prof. Dr. Masduki and Assoc. Prof. Dr. Hartono, for their extensive expertise, assistance, and encouragement. I am grateful for their aid and support in resolving various technical challenges I had while writing my thesis. I would like to express my sincere appreciation to Dr. Estu Widodo and Dr. Sri Hartiningsih, who served as my examiners during my thesis examination, for their valuable and constructive comments. My cherished family, who consistently provide me with support and encouragement to complete my thesis. I would like to express my gratitude and appreciation to my dearest friend Khofifah Nurlestari, Riza Merlinda, Bidayatul Mujtahidah H, and M. Fahcrudin Arbai for their valuable contributions and support in providing me with the concept. I am grateful to my friends who provided assistance and encouragement throughout the completion of my master's thesis examination.

For future researchers, these research results are expected to provide some bases or consideration when they want to conduct similar research. Hopefully, this research could also provide decent resources for future researchers.
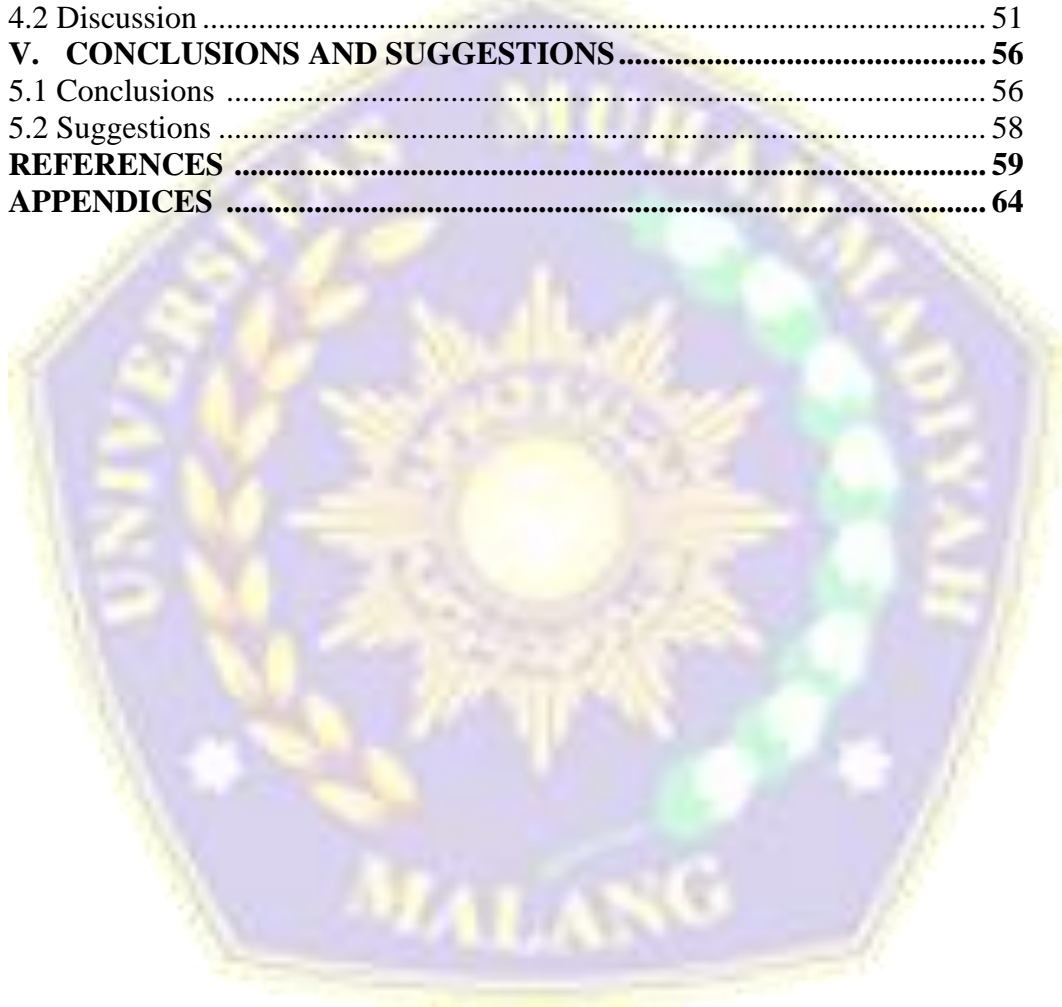
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPEDICES

THE APPLICATION OF THE SNOWBALL-THROWING TECHNIQUE IN IMPROVING SPEAKING SKILL AT MTS EL-BAS CIAMIS

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ABSTRACT

This research aims to find out the improvement of students' speaking ability in the application of snowball throwing technique and the factors that influence students in improving speaking ability. This study used classroom action research with two cycles and data analysis used by Miles and Huberman (2014). One cycle consisted of 4 meetings. Data were collected through tests and interviews. The research subjects were MTs S El-Bass students in grade 8 with a total of 22 learners. The results showed that 8 students or 36% of students scored above the MMC in speaking ability in cycle I reached the success criteria. While in cycle II most of them reached the success criteria. Teacher's activity in using snowball throwing technique to improve speaking skill in grade 8 was effective. Based on the observation in cycle I, students were enthusiastic in following the application of snowball throwing technique. While in cycle II students were more active and enthusiastic. This study identified three factors that inhibit students in speaking English as a foreign language, which are categorised into affective, cognitive, and performance conditions. Affective factors include shyness, lack of motivation, confidence, self-esteem, and self-awareness, while cognitive factors include grammar, pronunciation, vocabulary, and topic knowledge. Lastly is the performance condition. The students needed time to speak in English. Finally, teachers had also taken the results of this study into consideration when designing activities in the process of learning to speak English as a foreign language, which had helped students overcome their speaking problems.

Keyword: CAR, Snowball Throwing, Technique, Speaking.

THE APPLICATION OF THE SNOWBALL-THROWING TECHNIQUE IN IMPROVING SPEAKING SKILL AT MTS EL-BASS CIAMIS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berbicara dalam penerapan teknik snowball throwing dan faktor-faktor yang mempengaruhi siswa dalam meningkatkan kemampuan berbicara. Penelitian ini menggunakan penelitian tindakan kelas dengan dua siklus serta analisis data yang digunakan oleh Miles and Huberman (2014). Satu siklus terdiri dari 4 kali pertemuan. Data dikumpulkan melalui tes dan wawancara. Subjek penelitian adalah siswa MTs S El-Bass di kelas 8 dengan jumlah 22 anak. Hasil penelitian menunjukkan bahwa 8 siswa atau 36% siswa mendapat nilai di atas KKM pada kemampuan berbicara siklus I mencapai kriteria keberhasilan. Sedangkan pada siklus II sebagian besar mencapai kriteria keberhasilan. Aktivitas guru dalam menggunakan teknik snowball throwing untuk meningkatkan kemampuan berbicara di kelas 8 sudah efektif. Berdasarkan hasil observasi pada siklus I, siswa merasa antusias dalam mengikuti penerapan teknik snowball throwing ini. Sedangkan pada siklus II siswa lebih aktif dan antusias. Penelitian ini mengidentifikasi tiga faktor yang menghambat siswa dalam berbicara bahasa Inggris sebagai bahasa asing, yang dikategorikan ke dalam kondisi afektif, kognitif, dan kinerja. Faktor afektif meliputi rasa malu, kurangnya motivasi, kepercayaan diri, harga diri, dan kesadaran diri, sedangkan faktor kognitif meliputi tata bahasa, pengucapan, kosakata, dan pengetahuan topik. Terakhir adalah kondisi kinerja. Para siswa membutuhkan waktu untuk berbicara dalam bahasa Inggris. Pada akhirnya, guru juga harus mempertimbangkan hasil penelitian ini sebagai bahan pertimbangan dalam merancang kegiatan dalam proses belajar berbicara bahasa Inggris sebagai bahasa asing yang akan membantu siswa untuk mengatasi masalah berbicara mereka.

Kata Kunci: CAR, Snowball Thrwoing, Teknik Pembelajaran, Speaking.

I. INTRODUCTION

1.1 Background of Study

Among four important skills, mastering speaking is considered a crucial ability for students to master. This is relevant because students can effectively communicate and convey their thoughts and ideas to others through speaking (Erdiana et al., 2020; Sahardin et al., 2019). Proficiency in English especially speaking is vital for Indonesian students, as they know it significantly enhances their communication abilities when they can speak it fluently and an asset for anyone seeking employment (Halimah, 2018; Suparlan & Rosyidi, 2023). Teaching speaking in schools is crucial for English proficiency, but students face various challenges. EFL students face challenges in speaking, including difficulty in finding suitable words, uneven participation, and inconsistency in language usage (Aain, 2019). Foreign learners encounter significant difficulties in speaking English, including navigating grammar, using their first language, and selecting conversational topics (Kurniawan et al., 2022).

Teaching English speaking is crucial for enhancing students' communication skills through a structured process that provides information on speaking components. It enables them to effectively convey their thoughts, emotions, and ideas, developing a sense of relatedness among the students (Maryanti et al., 2021). According to the 2013 Curriculum, teaching and learning English begins with junior high school students (Irona, 2018). The fundamental goal of curriculum-based English instruction for junior high school pupils is to achieve communication skill (Yulitrinisya & Narius, 2018). So, junior high school students must be able to express themselves verbally and written in English in everyday situations.

Accordingly, teaching speaking skills is not easy. Teaching speaking skills is intended to increase someone's speech talent, but various factors can lead to difficulty speaking (Salim et al., 2020). It includes making stated verbal utterances to convey meaning (Butarbutar & Leba, 2023). To teach speaking comprehensively, it is valuable for teachers to be knowledgeable having experienced and well-trained teachers ensure effective instruction (Burns, 2019; Kurniah et al., 2022) Several aspects must be considered. Those aspects include approaches, methods, strategies, and techniques

appropriate for teaching English Speaking (Brown, 2007; Rosmayanti et al., 2023; Shamdas et al., 2023).

Teachers can use efficient techniques to help students learn English speaking, including activities that help students achieve their learning goals (Octavia et al., 2023; Burns, 2019). Effective techniques are activities teachers have successfully achieved learning objectives (Mazidah et al., 2023). Although teaching techniques play a vital role in teaching speaking, certain issues arise in High school contexts (Amini, 2017). Issues in language teaching include inadequate coverage of skills, monotonous teaching techniques, resulting in student boredom and reduced interest in English subjects, especially speaking skills (Mazidah et al., 2023; Widiyati & Pangesti, 2022). Effective learning techniques are crucial in English education due to students' limited understanding of English meaning and skills (Kurniah et al., 2022). One of which is Snowball-Throwing Technique.

The Snowball-Throwing Technique has been shown to be successful in overcoming pupils' speech obstacles. The technique of instruction involves students working in groups and communicating information while using a ball as a teaching device (Salim et al., 2020). The Snowball Throwing technique is utilized to motivate learners to respond to information presented in paper snowballs from their peers and convey messages to their group members (Hayuningtyas et al., 2022). Snowball Throwing encourages the students to be active in speaking participation in the classroom, because this technique contains a rich communication where students must be active (Ginting et al., 2021).

There are several previous researches of Snowball-Throwing Technique. The first study was done by Salim et al., (2020). This study aims to enhance the speaking skills of 7th-grade students at SMP N 1 Kotabunan East Bolaang Mongondow using the snowball throw technique. It was found that when pupils used the snowball tossing technique, their speaking skills improved. Students demonstrated deficiencies in grammar and pronunciation throughout the first cycle, but their performance improved dramatically during the second cycle. These findings suggest that the snowball-throwing deal with.

The second research conducted by Mazidah et al., (2023). The goal of this study is to see if the Snowball-Throwing Learning Technique improves learning outcomes and cultivates students' creative thinking. The study's findings indicate that the HOTS question-based Snowball-Throwing Learning Technique was successfully implemented in PAI topics at SMPN 1 Tanggulangin, as evidenced by a rise in students' average scores in each cycle.

The third research was done by Mogea, (2023). Using Snowball-Throwing techniques increased students' reading comprehension at SMP Negeri 2 Tompaso. The study used a quantitative technique with a pre-experimental design and pre- and post-testing in one group. To collect data, a multiple-choice test was conducted. The data revealed that students' mean score on the pre-test was 6.9; on the post-test, it increased to 7.9. As a result, adopting the snowball-throwing technique significantly improved pupils' reading comprehension.

The fourth research conducted by Hayuningtyas et al., (2022). The purpose of this study was to determine whether using the Snowball-Throwing Technique can improve students' speaking skills among eighth grade students at SMP Nurul Islam Jember. This study had been designated as Classroom Action Research (CAR). The findings of this study revealed that the pupils' speaking abilities had improved. It was shown by the test results that it improved. The pre-test mean score was 55.46. The mean post-test 1 score was 65.35. The mean post-test 2 score was 79.46. The percentage of students that achieved the minimal pre-test score was 21% in cycle 1, 46% in cycle 2, and 78% in cycle 2.

The fifth was done by Mogea, (2023). The end goal of this study is to determine whether the Snowball-Throwing technique is useful in increasing students' speaking abilities at SMA Negeri 3 Ratahan. It was carried out using a pre-experimental design. Depending on the pre-test findings, the pupils still fail to learn the snowball-throwing technique. Their proficiency in learning how to speak through snowball throwing has grown, according to the post-test results.

This current research is different from the previous ones in the following contexts. Firstly, in this research, the researcher analysed the factors that influenced students' speaking ability. While the previous research only focuses on the improvement of

speaking used Snowball Throwing Technique. Secondly, this research employs tests and interviews as instruments, in contrast to previous studies that just concentrated on test instruments.

MTs El-bas Ciamis was selected as the research setting based on several considerations. Firstly, the students lack of find appropriate word, lack of the understanding grammar, lack of speaking practice. Secondly, less students' interest during learning process. They are cases based on a preliminary study. They lack the motivation to learn English speaking. However, it is important to use the innovative technique teaching during English-speaking learning.

1.2 Statement of the Problems

The researcher wanted to focus on answering the following questions based on the study and context mentioned above:

1.2.1 How does the use of Snowball-Throwing Technique improve students' speaking skills?

1.2.2 What factors influence the improvement of students' speaking skill as the Snowball-Throwing Technique is used?

1.3 Aims of The Research

This study is intended to provide answers to the research questions. The following are the research objectives:

1.3.1 To find the improvement of students' speaking skills using the Snowball-Throwing Technique.

1.3.2 To explore the factors influencing the improvement students' speaking skills using the Snowball-Throwing Technique.

1.4 Significances of Study

The theoretical and practical aspects of the study have two major consequences. Theoretically, this research makes valuable and informative contributions, shedding light on effective techniques to enhance students' speaking skills. From a practical standpoint, the study aids students in comprehending the use of creative techniques to practice and improve their English-speaking abilities.

The practical implications of this research are advantageous for the following stakeholders:

1. The researcher gained valuable experience developing her knowledge and problem-solving skills through this study.
2. English teachers in Islamic Boarding Schools can utilize this research as a valuable resource to enhance their students' speaking skills.
3. Because of this research, Islamic Boarding School students were more motivated and interested in learning and speaking English.

1.5 Scope and Limitation

This study has a multiples focus. First, the researcher aimed to examine students' speaking ability improvement using the Snowball-Throwing technique. Secondly, the researcher intends to identify the factors contributing to this improvement. However, it is essential to note that the scope of this study was limited to junior high school students in the specific context of El-bas Boarding School Ciamis, excluding students from other schools.

1.6 Definition of The Key Terms

To ensure a common understanding of essential terms in this study, the researcher provided definitions for key terms such as teaching speaking, technique, improvement, and snowball throwing.

1.6.1 Teaching Speaking

Teaching speaking is a process that encompasses various choices, levels, demonstrations, and repetitions aimed at using language to communicate and express well-structured ideas to achieve specific outcomes outlined in a syllabus. In this study, teaching means facilitating students in gaining knowledge, articulating their thoughts, and enhancing communication in everyday situations requiring interactions with others.

1.6.2 Technique

Teachers employ strategies to guide students, create a positive environment, and enhance learning, requiring expertise in these techniques to enhance the overall learning experience. This research "technique speaking," refers to a practice technique designed to enhance students' fluency, comprehension, and proficiency in a specific language for effective conversational engagement.

1.6.3 Snowball-Throwing

Snowball-Throwing is a cooperative learning technique that promotes responsiveness, communication, and enjoyment among students by involving them in the process of throwing snowballs with information. The study explores the use of "Snowball," a cooperative learning game, to enhance group learning by promoting responsiveness, communication, and enjoyment among students.

1.6.4 Improving

Enhancing students' speaking abilities can improve their proficiency in learning English, thereby enhancing quality and productivity in formal education. This study defines improvement as enhancing or qualifying to be better, while strengthening a learning technique is deemed effective in improving students' understanding, skills, and achievement. In this research, the improvement referred to the standard used in the school, which was called Minimum Completion Criteria (MCC).

II. LITERATURE REVIEW

2.1 Speaking Skill

2.1.1 Definition of Speaking

Speaking is a crucial tool in today's world, significantly influencing language competency and being the fundamental core of all human languages and communication (Nunan, 2003). Speaking entails using language for everyday communication, enabling individuals to verbally express opinions, thoughts, facts, and emotions to others, animals, and even oneself (Hidayat & Apriyanto, 2019). Speaking is an engaging oral skill involving well-organized verbal expressions to convey meaning through interaction effectively. Brown (2000) states that speaking is an interactive process in which meaning is created through the generation, receipt, and processing of information. Brown and Abeywickrama (2019) argue that speaking is a productive skill that allows speakers to create imaginative linguistic products, allowing them to choose vocabulary and sentence structure.

English learning often presents challenges such as pronunciation, intonation, stress patterns, vocabulary, and grammar, which can lead to decreased confidence in

speaking (Rahmadhania et al., 2022). Students lose interest in learning English and worry about making mistakes, despite their proficiency in the language (Aeni, 2020). The following are several key elements of speaking:

1. Grammar

Grammar is a set of principles that control language use to increase language competence in spoken and written forms. Therefore, grammar is fundamental for students to create logical sentences in dialogue.

2. Vocabulary

Vocabulary is crucial for effective communication and concept articulation in both oral and written forms, as it refers to the correct use of words.

3. Pronunciation

Pronunciation enhances students' verbal clarity and precision through phonology, which investigates the components and concepts that govern sound patterns in a spoken tongue. Pronunciation is made up of two parts: phonemes and suprasegmental characteristics. A speaker who regularly mispronounces distinct phonemes can be difficult to understand for someone from a different language community.

4. Fluency

This is defined as the capacity to communicate rapidly and accurately. Many language students want to improve their public speaking skills. Fluent speech has a relatively quick tempo with few pauses and hesitations such as "ums" or "ers." These indicators indicate that the speaker can effectively deliver their idea without spending significant time searching for suitable linguistic parts.

2.1.2 Types of Speaking

1. Imitative

The capacity to readily duplicate a word, phrase, or even a complete statement is referred to as imitative. Although this mainly focuses on the phonetic aspects of oral communication, the evaluation criteria encompass a wide range of prosodic elements (intonation, rhythm, etc.) and lexical and grammatical aspects of the language.

2. Intensive

This type of speaking emphasizes students' linguistic abilities, especially in terms of mastery of grammar and phonology, such as intonation, stress, and rhythm. This

type of speaking focuses on the linguistic aspects of students' language. To respond adequately, the speaker must understand semantic properties well.

3. Responsive

Responsive speaking is a communication style that encourages spontaneous English conversations, focusing on authentic, real-life situations, involving short talks, greetings, and comments.

4. Interactive

Responsive and interactive speaking share similarities but differ in scope and participants. Transactional conversations aim for information, while interpersonal conversations focus on social interaction.

5. Extensive (Monologue)

Extensive speaking involves more monologue-like expressions, such as speeches, presentations, storytelling, and similar forms, where the interaction between the speaker and the listener is minimal or absent. The language style and word choice used in extensive speaking are typically well-thought-out and planned. This type of speaking practice is undertaken to enhance English speaking skills (Brown & Abeywickrama, 2019).

2.1.3 Micro Skills and Macro Skills of Speaking

Micro skills include phonemes, morphemes, words, collocations, and phrasal units, while macro skills include fluency, discourse, function, style, cohesiveness, nonverbal communication, and strategic decisions.

Table 2.1. Micro and Macro Skill of Speaking

Micro Skills
1. Distinguish between English phonemes and allophones
2. Produce chunks of language of different lengths
3. Create English stress patterns, identify words in stressed and unstressed positions, analyse the rhythmic structure, and outline the intonation contours
4. Create shortened versions of words and phrases
5. Utilize an enough vocabulary to achieve pragmatic objectives
6. Deliver spoken language fluently with varying speeds of articulation.
7. Observe and assess your own spoken output, employing a range of tactics such as pauses, filler words, self-corrections, and retracing to improve message clarity.
8. Utilize grammatical categories (such as nouns, verbs, etc.), structures (like tense, agreement, pluralization), arrangement of words, established patterns, rules, and concise forms in communication.

9. Generate spoken language in natural components: within suitable phrases, pause sequences, breathing sections, and sentence elements.
10. Convey a concept using various grammatical structures.
11. In this context, "cohesive devices" refer to language elements used to connect, organize, and maintain the flow of thought in spoken conversation or discourse so that the message or information is more easily understood and well structured.

Macro Skills

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1. The sentence means " Appropriately performed communicative functions based on the situation, participants, and purpose." In this context, the statement emphasizes the importance of communicating according to the environment, the people involved, and the purpose of the communication.
2. In face-to-face conversations, use an appropriate speech for the situation, the level of formality, what is implied, unnecessary repetition, rules of thumb for speaking, how to keep and give speech, interrupting, and other elements that affect speech in social contexts.
3. Express the relationships between occurrences, events, and emotions, new details and existing information, general ideas, and examples.
4. Communicate through both spoken words and nonverbal cues, such as facial expressions, gestures, body language, and other nonverbal signals.

2.2 The Teaching Speaking

Teaching is a process that involves various roles and functions of the teacher to facilitate learners' learning and understanding. Teaching involves guiding individuals to acquire knowledge, offering instructions, and understanding information, with the teacher acting as a guide, source of knowledge, and counsellor to help learners achieve set learning objectives (Brown & Lee, 2015). Teaching speaking involves teaching learners to produce English vocalizations, stress, intonation, rhythm, select words and sentences, organize thoughts, and express values through language (Menggo et al., 2022). The objectives of teaching speaking skills are to help students communicate effectively in English (Putra, 2017). To enhance students' speaking skills, English educators must augment their proficiency through professional development within the pedagogical context (Richards, 2008).

Brown (2007) emphasizes effective speaking instruction involves clear goals, fluency and accuracy, intrinsically motivating techniques, authentic language, feedback, natural communication, oral communication opportunities, and encouraging speaking development. The teaching of speaking is an important component of language learning. Teaching speaking can be challenging for certain teachers. According to Brown (2000), emphasizes the significance of successful oral communication in the target language as a sign of language acquisition proficiency.

Researchers are focusing on enhancing students' speaking skills, but they often overlook and neglect these skills in foreign language classrooms, a widely recognized issue. Teaching speaking presents a significant challenge, even for language teachers, and improvement requires consistent practice (Köroğlu, 2017). The Indonesian high school educational curriculum aims to incorporate all four language skills (listening, speaking, reading, and writing) in English.

Teaching speaking skills is crucial for English language learning in Indonesia, but not all students achieve the desired outcomes (Uyun, 2022). Harmer (2007) argue that that teachers should create a friendly classroom environment, encourage active participation in speaking opportunities, and design effective teaching techniques to improve student outcomes. Understanding student issues allows educators to assess classroom teaching effectiveness and improve student quality through self-reflection (Hartono & Ananada, 2021).

2.3 Technique of Teaching Speaking

Teaching speaking in the classroom is challenging due to low student motivation, requiring effective teaching techniques like material presentation, interaction, learning media use, and evaluation. Based on Brown & Lee (2015) stated techniques are the processes or ways used during the teaching process. These techniques include the activities, learning media, or group speaking exercises. As Brown & Lee (2015) point out, teaching technique are the result of decisions made by teachers. Teachers must adapt their teaching techniques to students' specific needs, emphasizing adaptive learning to create a supportive environment for foreign language learning (Chang et al., 2020).

2.4 Snowball-Throwing

Snowball throwing is considered a technique for creating joyful learning. Joyful learning is a type of learning process or experience that can help a student interested in teaching learning activities and it that has been proven to give some positive impacts on students' academic achievement in all subjects (Tasaufi et al., 2024). Based on Apsari et al., (2019) that cooperative learning can work better in helping the students. Snowball Throwing Technique (STT) explained that the Snowball Throwing Technique, also called the snowball drilling technique is applied in training students

become more responsive in receiving messages from others in the snowballs that made of paper, and in conveying messages to their teammates (Wardani et al., 2019; Tasaufi et al., 2024).

Snowball-Throwing is an interactive activity wherein students toss a ball to one another to exchange information (Muslita & Gani, 2022) . Snowball-Throwing is commonly employed as an activity to practice questioning and responding (Mogea, 2023). Active learning, characterised by the creation of interesting and engaging lessons, proves to be more efficacious than mere rote memorization of the content. Teachers can improve students' information processing and facilitate long-term memory retention by creating a joyful learning environment (Herwiana, 2023).

The Snowball-Throwing Technique (STT) is implemented in the following steps: a) The teacher Initially provides resources based on the pupils' basic competency. b) After that, the students are divided into groups, and the teacher discusses the materials with the moderators of each group. c) The moderators then return to their respective groups to repeat the teacher's explanation to their peers. d) After that, each student is given a worksheet to write a question about the material their group's moderator delivered. e) The question papers are then rolled into balls and tossed around for 15 minutes from one student to the next. f) Each student takes turns retrieving a question paper from a snowball and answering the questions provided. g) Lastly, the teacher evaluates the effectiveness of the materials used, and finally, concludes the teaching and learning process Based on (Fadilah et al., 2023).

2.5 The Advantages and Disadvantages of Using Snowball-Throwing Technique

2.5.1 The Advantages of Using Snowball Throwing Technique

The stated explanation of the Snowball Throwing Technique highlights various advantages of its implementation, based on (Bahtiar & Rauf Assegaf, 2022; Sauduran & Sinaga, 2021) including:

a)   It helps to develop students' preparedness in various subjects.

b)   By using the Snowball-Technique, students can easily facilitate mutual knowledge exchange among their peers.

c)   This technique creates a communicative learning environment where students actively engage in discussions and interactions.

d) It generates an enjoyable learning setting, resembling the experience of learning through play.

e) Students can cultivate their thinking abilities by asking questions.

f) Students actively participate in learning tasks.

g) The learning process encompasses cognitive, affective, and psychomotor aspects.

2.5.2 The Disadvantages of Using Snowball-Throwing Technique

Nonetheless, there are several disadvantages to using the Snowball-Throwing learning technique:

a) It necessitates a considerable amount of time.

b) It heavily relies on the students' capacity to comprehend the material, leading to limited mastery of the content.

c) This technique may not be appropriate for all subjects.

d) Due to the small number of students, knowledge sharing may be limited.

e) The snowball-throwing exercise, particularly when including question papers, can occasionally result in an enthusiastic classroom setting.

f) The ability of the teacher to effectively supervise the class is critical to successfully implementing this tactic.

2.6 Factors Influence the Students' Speaking Skill

It is critical for educators to identify the elements that influence students' speaking results in order to help them overcome their speaking-related challenges. Hoang et al., (2015) and Pratiwi et al., (2020; Halim et al., 2024) stated that students' speaking performance can be affected by the factors that come from performance conditions, affective factors, and cognitive.

1. Affective

The first primary factor elaborated in this study is the affective factor. The learner's affective side is one of the most essential aspects impacting the success or failure of language learning. This has been suggested by Hoang et al., (2015) and Pratiwi et al., (2020). They identify various emotional elements as part of the affective factors, which encompass motivation, self-esteem, feelings toward the topic, and self-consciousness. These factors are described in the order given. Students require support

from teachers and peers as they learn to communicate. They became more actively involved in the classroom as they acquired incentive from classmates and teachers. Ultimately, students who consistently engaged in self-evaluation emerged as the final element hindering their verbal communication progress. This aspect is also known as self-esteem (Pratiwi et., al 2020, p.51).

Additional categories of affective factor components are as follows, feeling toward the topic, and self-consciousness. (Pratiwi et al., 2020) suggest that students should show an interest in subjects before they engage in speaking activities. Proficient speaking performance is considered an indication that students have comprehended the subject matter. Subjects additionally served as a source of motivation for students to develop their speaking skills in the classroom. Next, self-consciousness is the element that restrains English speaking. Self-consciousness refers to the condition of students who constantly compare their own abilities.

2. Cognitive

This factor is related to students' knowledge of English. This knowledge can trigger feelings of anxiety and nervousness about speaking in English.

3. Performance Condition

The condition can affect the outcome of students' speaking skills. There are four types of performance conditions that they identified, namely time pressure, planning, performance standards, and amount of support

III. RESEARCH METHOD

3.1 Research Design

Classroom Action Research (CAR) was used in this study, and it fell under the category of action research because its major goal was to address concerns discovered in the speaking teaching and learning process, which were determined through preliminary observations or interviews. The Class Action Research models used in this study were based on the Kemmis and McTaggart model, which is described below:

1. Planning is the first step of the research procedure. The duties: a. Creating and organizing materials, developing lesson plans, and designing action steps. b. Compiling a list of student names with their respective grades. d. Developing the test.

2. Acting. During this time, the investigator employed the Snowball-throwing technique in the classroom to improve learners' speaking skills. The researcher employed a pre-planned lesson to educate the students.

3. Observing. Throughout the process of teaching and learning, the researcher closely observes students' activities within the classroom. This involves conducting tests, assessments, and observations to assess students' speaking skills and monitor their advancement at each learning phase.

4. Reflecting is the evaluation done by the researcher. The reflections should be conducted collaboratively, involving discussions about the success of the implemented actions and any issues that arose in the classroom during their execution. After each action, the researcher and the students reflected, focusing on the problems encountered during the action implementation. These reflections served as indicators of the action research's success. Actions that were ineffective were adjusted and replaced with more appropriate ones.

3.2 Research Subjects

The study examined a group of 23 eighth grade students enrolled at El-Bass Islamic Boarding School in Ciamis, West Java during the 2022/2023 academic year. However, in reality there were only 22 students. These students were selected because they faced difficulties in speaking English in the classroom. The reason for choosing these subjects was to obtain the most relevant and comprehensive data related to the research topic.

3.3 Research Procedure

In this research the cycles running depend on the improvement of the students. The 1st cycle was conducted based on the problem faced the researcher while teaching students' speaking subject. In lesson plan as a guideline in teaching the researcher mentioned some teaching media like picture dan ball from the paper to teach speaking. The researcher analysed and discussed both the result of speaking test and observation done before. Each cycle in this research consisted of 1) Planning, 2) Acting, 3)

Observing and 4) Reflecting. In Classroom Action Research the cycle of the research happened repeatedly, if the improvement of the research neither were nor fulfilled in the first cycle. Then, the second cycle was conducted to improve it and soon.

From the preliminary study, students' problem in mastery speaking skill is poor got by the researcher. Regarding with the result, it was found out that the students' speaking skill was low because of the following obstacles, such as 1) Difficulty in finding suitable words 2) uneven participation 3) inconsistency in language usage 4) difficulty conveying the message and 6) the students were less interested in the lesson because the technique used in teaching speaking to be monotonous so made them bored.

A. Planning

Founding obstacles causes the students had low mastery speaking skill, the researcher determined the planning before do the research:

1. Identified the specific topic to be taught, specifically prepositions.
2. Developed instructional plans for implementing research activities.
3. Developed a specific technique, called the snowball tossing technique for the process of learning to speak.
4. Developed observation sheets for the activities of both researchers and students.

B. Implementing

In Classroom Action Research, the role of the researcher was to examine the students with systematic and careful steps. In this step, the researcher delivered the lesson that had already been prepared. The researcher taught the material based on the lesson plan step by step as what had been explained in the concept above. There were four meetings for each Cycle.

C. Observing

The researcher observed in every meeting and wrote notes based on everything happened during teaching learning process. After all, the lesson in each meeting had been implemented to the class, the researcher did an evaluation or reflection by checking the observation form were prepared. The observation sheet collected all student and teacher activity during the English-Speaking learning process using the snowball tossing technique. Observations of student actions during learning, the

appropriateness of teacher activities with lesson plans, and students' abilities in learning English-Speaking were among those made.

Table 3.1. Teacher Activity Observation Sheet

NO	Activities	Description
1.	**Pre-Teaching**	- Greeting - Introduction - Checked the students' attendance - Asked the Students' opinion about English Subject. - Gave students Motivation and stimulate the students. - Re-explain the previous topic
2.	**While-Teaching**	- Explained about topic - Explained about - Snowball Throwing Technique. - Ask/answer
3.	**Post-Teaching**	- Checked the students Understanding about the topic. - End the class

Table 3.2. Student Observation Sheets

No	Name	The aspects that are observed				
		Paying attention on the teacher's explanation.	Asking and answering the questions.	Being Active in Whole Activeness.	Following Teacher Instruction.	Making Notes.
1.	FD					
2.	RF					
3.	NZ					
4.	JS					
5.	AY					
6.	NSY					
7.	ND					
8.	ZH					
9.	AF					
10.	AL					
11.	WF					
12.	RM					
13.	CL					
14.	SL					
15.	STL					
16.	SYF					
17.	NM					
18.	SS					
19.	LA					
20.	VK					
21.	ZS					
22.	AR					
Total						

Tick (√) for each positive activity

- Percentage of students' activities

1. The students pay attention of teachers' explanation

2. The students ask and answer question

3. The students are active in class

4. Following Teacher Instruction

5. Making Notes

D. Reflecting

The researcher analysed the result of the observation gathered to reflect for the next cycle. In this research that had been conducted, the application of the snowball throwing technique was successful by looking at the improvement of students' score from the pre-test, post-test 1 and post-test 2. In this study, the implemented of snowball throwing technique helped students to be active and involved during the learning process.

3.4 Data

This study incorporated two types of data: numerical data and sentences extracted from tests to address question number 1, and participants' opinions, and explanations to address question number 2. The data was collected using various techniques, which were elaborated on in the subsequent sections.

3.4.1 Data Collection Techniques and Instruments

The study collected both qualitative and quantitative data, with qualitative data consisting of interview transcripts from grade VIII students. This study collected quantitative data on students' speaking scores through a pre-test, as part of its speaking assessments. A post-test was administered to determine the significant improvement in speaking skills following the deployment of the snowball technique and its associated measurements.

3.4.1.1 Test

This study used a speaking test administered by a teacher to measure students' English lesson skills, so answering the first research question by connecting the test questions with the material.

Before creating a test, evaluate its purpose and objectives. Investigators can select from a variety of speaking tests based on Heaton's (1975) and Brown (2004): 1) Reading aloud. 2) conversational exchanges. 3) Picture cued. 4) The oral interview. 5) The short talk. 6) the oral interview. 7) Group discussion and role playing. 8) General Conclusion. The researcher conducted oral test to measure the students' progress in speaking skill during applying the snowball throwing technique in teaching learning process. The type of test that was conducted to measure students' speaking ability used picture cued.

3.4.1.2 Interview

Researchers used tests and interviews with students to collect data for their action research. The interview attempted to answer a study question about elements that improve students' speaking skills using the Snowball Throwing Technique. Semi-structured interviews were adaptable research methods that collected a wide range of material, including factual data, viewpoints, opinions, and personal tales, to answer research questions efficiently. The interview was conducted extensively with the goal of gathering comprehensive data on the issue.

Steps to Collect the Data:

The researcher used various data gathering procedures to gather the data, which were outlined below:

a. The instruments to be utilized in the interview section between the researcher and participants were prepared.

b. Researchers had obtained an approval from the foundation of Islamic boarding schools to conduct research in junior high school before commencing the study.

c. The researcher obtained approval from the foundation of Islamic boarding schools and contacted the junior high school principal to confirm the selection of participants.

d. Participants were interviewed in a school setting for 25-30 minutes, using Indonesian language for a comfortable conversation. Data was recorded manually and manually written.

3.4.2 Data Analysis

Data analysis was the process of making sense of the collected data. In this session, the researcher applied Mile and Huberman's steps of qualitative data and quantitative data as follows:

3.4.2.1 Quantitative Data Analysis

This quantitative data analysis compared the results in each cycle with the MMC. As stated in the curriculum at school, the MMC used is 72. In this section, the researcher had a target. When examining data on students' speaking abilities, the writer administered and graded a speaking component-based Grammar, vocabulary, pronunciation, fluency, by Brown.

To calculate the average of learners' speaking ability in a single cycle. It employed the following formula:

M = Mean

$\sum$fx = The sum of total score

N = The member of students

The researcher counted the total score of each indicator and divided it with the number of students in classroom by using the above formula. Researcher used the same formula for counting the means in the next cycles. The researcher assessed whether students' speaking ability improved or not, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentages

F = Frequency of students

N = Total students

In this data analysis the first step was done by the researcher by collecting the data after conducting the research with following certain procedure in the cycle. Second, after the researcher got the data needed the researcher started to analyze and interpret all the data collected from each cycle.

3.4.2.2 Qualitative Data Analysis

Data analysis involved the act of comprehending and interpreting the gathered data. In this session, the researcher applied Mile and Huberman's data analysis steps

to obtain a thorough overview of students' factors that influence the students' speaking skill improvement. According to Miles and colleagues (2014), there were three steps researchers needed to make sense of the data after the data collection as follows:

3.4.2.2.1 Data condensation

The researcher streamlined the information she had obtained from the interview results. Based on the research's purpose, the researcher chooses the pertinent data. The information was then categorized depending on the variables that affect how well students use the Snowball Throwing Technique to develop their speaking skills.

3.4.2.2.2 Data display

During this stage, the data manifested in a comprehensive, precise, and comprehensible manner. The researcher presented the complete collection of data acquired through interviews. The interview results were described in a thorough and detailed manner. The researcher employed symbols to denote the interview findings, specifically using 'S' to represent the student (subject), with 'S1' indicating student 1, and so forth, and 'LN' for line numbering. For instance, the notation S1/LN 3-7 denotes that the data originated from student 1 (referred to as 'S1') and was extracted from the interview transcript, namely from lines 3 to 7.

3.4.2.2.3 Drawing and Verifying the Conclusion

In the last step, the researcher verified the results of the data analysis by making a conclusion from the findings. In this part, the data presented in the data display was discussed in-depth in order to lead to a research conclusion. The researcher analysed the data, and the process was finished by drawing conclusions regarding the elements that influenced students' growth of speaking skills utilizing the Snowball Throwing Technique.

3.4.2.3 Indicator of Success

The enhancements in the classroom and learning environment were clear indicators of the success of this research. The success of this research depends on fulfilling the following criteria:

1) Based on MMC, student achievement in the post-test were over 72,

2) Based on the percentage of the number students, the researcher wanted to achieve was for 70% of the total number of students to show the students improvement in

speaking skills This improvement was measured based on a standard known as MMC in speaking.

IV. FINDING AND DISCUSSION

4.1. Findings

The researcher presented the data findings as a result of the research. There were two research questions in this current study. The first research question concerns the Students' improvement utilizing the Snowball Throwing Technique in Speaking Skill. The second was about the factors influencing the improvement students' speaking skills using the Snowball-Throwing Technique of eighth grade students at MTs El-bas Ciamis.

4.1.1 Students' Improvement Utilizing the Snowball Throwing Technique in Speaking Skill.

This chapter, the researcher presented some point related to the result of analyzing the data. Therefore, this chapter discussed the data description preliminary study, the description of research data with the phase of planning, implementation, observation and reflection.

4.1.1.1 Research Process

The research was from 22th January until 22nd February 2024. The subjects of this research were 22 students of Junior High School at El-bas Islamic Boarding School year 2022-2023. During the one cycle, there were four meetings. The first meeting occurred on Thursday, January 25th, 2024. The second meeting took place on Monday, January 29th, 2024. The third meeting took place on Thursday, February 1st, 2024. The fourth meeting took place on Monday, February 5th, 2024. Each meeting had a duration of 90 minutes. During Cycle 2, there were a total of 4 meetings. The inaugural meeting took place on Monday, February 12th, 2024. The second meeting occurred on Thursday, February 15th, 2024. The third meeting took place on Monday, February 19th, 2024. The fourth meeting took place on Thursday, February 22nd, 2024. Each meeting had a duration of 90 minutes.

A.   Preliminary Study

Before conducting the research, the researcher did the preliminary study to identify the problem faced during the lesson in speaking skill. It included the result of students' assessment in speaking class, observation and pretest. From the preliminary study, the researcher found some problems faced like; 1) struggling to find the appropriate words to express, 2) lack of understanding grammar, 3) a lack of speaking practise and 4) less student interest in learning process. Based on some problems above, then the researcher applying the snowball technique in the lesson plan and utilize it was a guideline it as technique during teaching speaking in the classroom.

B. The Description of Research Data

This research used classroom action research aimed to increase the students' activity and the result of the study in MTs El-Bass Ciamis, previously the researcher done the pre-test first. Action in cycle 1 was conducted about four meetings and cycle 2 was conducted about four meetings in each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

C. The Research Implementation

Before applying the technique, the researcher designed along the implementation could run well. The implementation of each cycle in this research is described below:

Cycle One

1) Planning the Action

The researcher arranged some plans before applied Snowball Throwing Technique. There were some plans in cycle:

a. The researcher analysed the curriculum.

b. The researcher arranged lesson plan to each teaching learning activity. The material was about preposition.

c. The researcher prepared some speaking material and made test for two each cycle of the research.

d. The researcher arranged observation sheet for teacher and students' activities in class.

e. The researcher explained about Snowball Throwing Technique.

2) Action

a. The first meeting

The actions focused on applying the Snowball Throwing Technique to enhance students' speaking ability. The researcher acted as the teacher. The complete description of utilizing in the first cycle is presented as in the following:

- Pre- Teaching Activity

The first meeting was done on Thursday, on January 25th, 2024 for 2×45 minutes. Firstly, the researcher as the teacher greeted the students and checked the students' attendance. The investigator asks greeted and checked the students' condition by saying "*good morning students, how are you today*", the students answer, *good morning Miss*, *I am fine*. As it was the first meeting, the researcher introduced herself first. Then the researcher told the students that the researcher would be teaching English in the class.

Researcher explained instructional objectives. Before the researcher presented the material. Lastly, the researcher introduced to the topic of the lesson.

- Main Activity

The researcher as the teacher started the lesson with asked the students to open their English book on the page that had been selected. Then, the researcher explained the topic. The researcher asked the students about the preposition. After explaining the topic, the researcher introduced the snowball throwing technique to them. Researcher told to the students how they dealt with the technique and explained each step in this technique. After that, the researcher applied snowball throwing technique to the students. As it was the first meeting, researcher guided them in each stage on Snowball Throwing Technique. Then, the researcher asked the students to make a group and explained the step about Snowball Throwing. One group consisted of four up to five members. After the students understood how to apply the technique, the researcher asked the leader each to come to front of classroom. The first, the researcher gave the topic about the preposition. The researcher then delivered paper balls to one of the students in each group. Following that, each member of the group created a set of questions for the other group to respond. Following that, the group that received the ball from another group must answer the question. Then, the researcher moved around the students to control their activities.

a. Post-Teaching Activities

The investigator asked the students to answer a few questions by speaking. The teacher gave conclusion of the materials. The teacher closed the meeting by greeting to the students.

- *Second Meeting*

The second meeting was conducted on Monday, January 29th, 2024 for 2×45 minutes.

a. Pre- Teaching activity

The researcher greeted the students, prayed together, checked the students' attendance list and asked the students' activities on the previous meeting. And then, the researcher started with some questions to the students related to the material they had learned in previous meeting. The researcher asked, "do you remember about our material we have learned in the previous meeting". After that the researcher explained and discuss more about the previous topic which has been asked to students.

b. Main Activity

The researcher as the teacher started the lesson with asked the students to open their English book and re-explain the previous topic. After re-explaining the previous topic, the teacher explained the topic discussed in that meeting. In order to refresh pupils' information, the teacher presents the principle and objective of the snowball throwing technique once more. Then, students are divided into small groups, with each group assigned a topic to discuss. Each group member writes a question or remark about their topic on a piece of paper, which is then shaped into a paper ball. Following that, the paper balls are thrown to different groups, and each student must open the ball they received and answer the question or respond. The teacher moves about to oversee the activities and make sure that all pupils are actively participating in the activity.

c. Post Activity

Before close the class, the teacher gave an exercise for students to check the students' understanding about the text after getting the main activities above. The last the researcher closed the class by greeting and praying.

- *Third Meeting*

a. Pre- Teaching activity

The third meeting was on Thursday 1st, February 2024. The researcher as the teacher greeted the students and the researcher checked the students' attendance.

b. Main Activity

The researcher, as the teacher, began the lesson by asking the students to open their English books and re-explain the previous subject. After re-explaining the prior topic, the teacher introduces the topic to be covered in this meeting. To refresh students' memories, the teacher explains the premise and goal of the snowball throwing technique once more. Then, students are separated into small groups, with each group given a topic to discuss. Each group member writes a question on a piece of paper, which is then formed into a paper ball. The paper balls are then thrown to different groups, and each student must open the ball they received to answer the question or respond.

c. Post Activity

The investigator asked for the pupils to respond to a few questions given by the teacher orally. The teacher concluded the materials. The teacher concluded the meeting by greeting the pupils.

- *Fourth Meeting*

The fourth meeting was conducted on Monday 5th, February 2024. In forth meeting was post-test 1. The post test was aimed to know the improvement of students Speaking achievement. The researchers provided an oral test for the post-test. In this session, the researcher got the result of the students' post-test I in cycle I. From the test, the results of students' tests were shown in the table below:

Table. 4.1. The Result of Students' Test in Cycle I

No	Name of Students	Score	Explanation
1.	FD	78,85	Complete
2.	RF	69,45	Incomplete
3.	NZ	69,4	Incomplete
4.	JS	76,6	Complete
5.	AY	79,5	Complete
6.	NSY	69,8	Incomplete
7.	ND	71,25	Incomplete
8.	ZH	71,3	Incomplete
9.	AF	74,25	Incomplete
10.	AL	68,75	Incomplete
11.	WF	77,2	Complete
12.	RM	71,25	Complete
13.	CL	69,6	Incomplete

14.	SL	70,2	Incomplete
15.	STL	67,8	Incomplete
16.	SYF	70,85	Incomplete
17.	NM	77,6	Complete
18.	SS	68,2	Incomplete
19.	LA	70,6	Incomplete
20.	VK	77,55	Complete
21.	ZS	69,25	Incomplete
22.	AR	72,15	Complete
Average		72,33	
Highest Score		79,5	
Lowest Score		68,75	

Based on the table above, there were 8 students got ≥ 72 and 14 students got <72. The following was the table of students' score grade of post-test I:

Table 4.2. The Frequency of Students' Speaking Achievement of Post-Test I

No	Grade	Frequency	Percentage	Criteria
1.	≥72	8 Students	36%	Complete
2.	<72	14 Students	64%	Incomplete
Total of the students		22 Students	100%	

Based on the table above, 36% of students achieved scores above the Minimum Mastery Criteria (MMC), 72. While 64% of students have not yet reached the MMC. However, the learning process considered to be successful and it had to fulfil all predetermined success indicators that mentioned. In reality, the result obtained had not fulfilled these 2 indicators of success criteria. The result obtained by students in cycle 1 had met the 1st criteria, but the second criteria had not been met, there were many students who get low scores. Therefore, the researcher continued to the next cycle II to fulfil all the criteria of success.

3) Observation

Observation was done in learning activity in cycle 1 during the learning process in cycle 1. The observation aimed to know the influence of implementation of Snowball Throwing Technique in improving students' speaking achievement. From the observation was done by teacher and researcher in first cycle. This indicated that the Snowball Throwing Technique assisted students become more active in class, but learners continued to struggle with the stage of formulating questions, answering them, and then reciting them.

Table 4.3. The Result of Students Activity in Cycle 1

No	Name	Paying attention on the teacher's explanation.	Asking and answering the questions.	Being Active in Whole Activeness.	Following Teacher Instruction.	Making Notes.
1.	FD	√	√	√	√	√
2.	RF					√
3.	NZ	√			√	√
4.	JS	√	√	√	√	√
5.	AY			√	√	√
6.	NSY	√	√		√	√
7.	ND	√				
8.	ZH	√		√	√	√
9.	AF				√	√
10.	AL		√	√		
11.	WF	√	√	√	√	√
12.	RM					√
13.	CL	√	√		√	√
14.	SL			√	√	√
15.	STL	√	√		√	√
16.	SYF	√	√	√	√	√
17.	NM				√	√
18.	SS				√	√
19.	LA			√	√	
20.	VK	√	√	√	√	√
21.	ZS	√			√	√
22.	AR				√	√
Total		12	9	10	18	19

Tick (√) for each positive activity

- Percentage of students' activities

1. The students pay attention of teachers' explanation= 55%

2. The students ask and answer question= 41%

3. The students are active in class= 45%

4. Following Teacher Instruction= 82%

5. Making Notes= 86%

4) Reflection

Reflection is the fourth stage of classroom action research. Reflection aims to review what has been done and what has been obtained from the research, examining the research's weaknesses and strengths. Based on the findings of the analysis of teacher activities during the utilization of Snowball Throwing Technique to enhance the students' speaking ability, it is possible to conclude that the results of reflection on the activities carried out in cycle I. The activities carried out by the teacher in cycle I

did not fulfil the success criteria. The outcomes of the reflection revealed that there were still several weaknesses in cycle I, including:

- Some learners have difficulties generating suitable sentences.
- A few of learners still has lack confidence when speaking in front of their peers.
- Some students still struggle to contribute effectively and need more support.
- The time provided to each stage of the task is frequently insufficient.
- A few students still less interest in learning process.

As a result, in the following cycle, the researcher used techniques for speaking as well as teaching activities to facilitate learning. The following are some of the things that were reflected on throughout the Cycle II action:

- Provide a more intense warm-up or ice-breaking session to boost students' confidence before beginning the main activity.
- Provide more sentence structure, how to pronoun the sentence or word and vocabulary practice.
- Manage time more effectively.
- Provide motivation and stimulate them before learning process start.

Cycle Two

1) Planning the Action

The researcher back revised some plans after activities in cycle 1. There were some plans about this research in cycle II:

a. The researcher re-arranged lesson plan to each meeting in cycle II. The material was still about the preposition.

b. The researcher gave more motivation and spirit/stimulate for the students in learning Speaking-English.

c. The researcher evaluated students' activities in cycle 1.

d. The researcher gave more intense warm-up or ice-breaking session to boost students' confidence before beginning the main activity.

e. The researcher provided more sentence structure, how to pronoun the sentence or word and vocabulary practice in learning speaking process.

f. The researcher manage time more effectively.

28

2) Action

- ***First Meeting***

The actions focused on applying the Snowball Throwing Technique to enhance students' speaking ability. The researcher acted as the teacher. The completed description of utilizing in the first cycle is presented as in the following:

a. Pre- Teaching Activity

The first meeting was done on Monday 12th, February 2024 for 2×45 minutes. Firstly, the researcher as the teacher greeted the students and checked the students' attendance. The investigator asks the students' condition and greeted them by saying "*good morning students, how are you today*," the students answer, good morning students. After that, the researcher asked students' opinion about Speaking subject after they utilized the snowball throwing technique in speaking ability in cycle 1. The researcher explained instructional objectives. Then, to increase their learning motivation, the researcher told them that there was a game. The goal of this game is for the student who loses to explain or convey the material provided at the previous meeting about how to arrange the word and how to pronounce it. Lastly, the researcher introduces to the main topic of the lesson.

b. Main Activity

The researcher as the teacher started the lesson with asked the students to open their English book on the page that had been selected. Then, the researcher explains the topic. While providing the content, the researcher provided numerous examples of correctly completed the structure of the sentence. In addition, the researcher presented how to pronounce words loudly and clearly, and the teacher appeared to be quite passionate. The teacher spoke slowly, pointing out each word and instructing students to pay great attention. Furthermore, the teacher instructed the students to pronounce the words/sentences. After explaining the topic, the researcher explained the snowball throwing technique to them. The researcher told the pupils how they coped with the technique and discussed each stage. Following that, the researcher demonstrated snowball throwing techniques to the students. The investigator then asks the learners to form groups. One group divided into four or five persons. After the students have learned how to use the technique, the researcher asks each leader to come to the front

of the classroom. The researcher first introduced the topic of the preposition. The researcher then handed out paper balls to one of the pupils in each group. Following that, each member of the group devised a series of questions for the other group to answer. Following that, the group that receives the ball from another must respond to the questions provided. The researcher then travels around the pupils, controlling their activity.

    c. Post-Teaching Activities

After completing the primary acts outlined above, the teacher assigned students something to do to assess their grasp of the material before ending up the session. Finally, the researcher wrapped up the lesson with a greeting and prayer.

- *Second Meeting*

a. Pre- Teaching activity

The second meeting was done on Thursday, February 15th, 2024, for 2×40 minutes. The researcher greeted the students, engaged them in prayer, checked students' attendance records, and inquired about their activities from the previous day. The researcher greeted the students and asked their condition by saying, "*Good morning, students. How are you today?"* The pupils responded, "*Good morning, Miss. I'm good, how about you Miss?"* Then the researchers describe the learning objectives. The researcher then asked the students some questions about the material they had learnt during the prior meeting. The researcher inquired, "Do you remember what we learned in the previous meeting?". The researchers then provided them games to boost their motivation to study. Apart from improving student motivation and comfort, this game also aims to strengthen students' memory of vocabulary presented in earlier courses. Finally, the researcher presented the topic and learning objectives.

b. Main Activity

The researcher, as the teacher, began the lesson by asking the students to open their English books and re-explain the prior topic. After re-explaining the prior topic, the teacher introduces the topic to be covered in this meeting. To refresh students' memories, the teacher explains the basic concept and goal of the snowball throwing technique once more. Then, students are separated into small groups, with each group given a topic to discuss. Each group member writes a question or remark on their topic

on a piece of paper, which is then formed into a paper ball. Paper balls were distributed to different groups, and each student had to open the ball they received to answer the question or respond. The teacher travelled around to oversee the activities and ensured that all children were actively participating in them.

c. Post Activity

Before wrapping up the class, the teacher gave students an activity to measure their understanding of the content after they completed the primary acts described above. Finally, the researcher closed the lesson with a greeting and a prayer.

- ***Third Meeting***

a. Pre- Teaching activity

The third meeting was on Monday, February 19th, 2024. The researcher greeted the students, led them in prayer, checked their attendance, and inquired about their activities the previous day. The researcher greeted to the students and asked their condition by saying, "*Good morning, students." How are you today?* The students replied, *"Good morning, Miss." I'm fine, Miss. How about you?* Then, the researchers explain the learning objectives. The researcher asked the students questions regarding what they had learned during the previous meeting. The researcher asked, *"Do you remember what we learned at the previous meeting?"* The researchers then gave them games to increase their motivation to study. Aside from increasing student enthusiasm and comfort, this game seeks to improve students' recollection of terminology covered in previous classes. Finally, the researcher explained the topic and learning objectives.

b. Main Activity

The researcher, as the teacher, began the lesson by instructing the pupils to open their English books and re-explain the previous topic. After re-explaining the previous topic, the teacher introduced the topic covered in that meeting. To refresh the pupils' recollections, the teacher went over the fundamental concept and purpose of the snowball throwing technique once more. Then, students were divided into small groups, with each group assigned a topic to discuss. Each group member wrote a question or remark on their topic on a piece of paper, which was then shaped into a paper ball. Paper balls were delivered to separate groups, and each student had to open

one to answer a question or respond. The teacher moved around to supervise the exercises and ensured that all the students were actively engaging.

c. Post Activity

Before closing the lesson, the teacher provided students an exercise to assess their grasp of the material after completing the primary actions listed above. Finally, the researcher finished the class with a greeting and prayer.

- Fourth Meeting

The fourth meeting was conducted on Thursday, 22nd, February 2024. In fourth meeting was post-test 1. The post test was aimed to know the improvement of students Speaking achievement. During this session, the researcher acquired the students' post-test results from Cycle 2. The results are included in the *Appendix*. The following was the table of students' grade of post-test II:

Table. 4.4. The Result of Students' Test in Cycle II

No	Name of Students	Post- test II score	Explanation
1.	FD	80,5	Complete
2.	RF	71	Incomplete
3.	NZ	71,125	Incomplete
4.	JS	80,75	Complete
5.	AY	79,75	Complete
6.	NSY	77	Complete
7.	ND	75,25	Complete
8.	ZH	76,5	Complete
9.	AF	76,75	Complete
10.	AL	71	Incomplete
11.	WF	80,125	Complete
12.	RM	76,375	Complete
13.	CL	74,625	Complete
14.	SL	75,125	Complete
15.	STL	73,25	Complete
16.	SYF	75,25	Complete
17.	NM	79,25	Complete
18.	SS	70,625	Incomplete
19.	LA	71	Incomplete
20.	VK	80,25	Complete
21.	ZS	74,75	Complete
22.	AR	76,125	Complete
Average		76	
Highest Score		80,75	
Lowest Score		71	

Based on the table below, there were 17 students got ≥72 and 5 students got <72. The following was the table of students' score of post-tests II:

Table 4.5. The Frequency of Students' Speaking Achievement from Post-Test Cycle II

No	Grade	Frequency	Percentage	Criteria
1.	≥72	17 Students	77%	Complete
2.	<72	5 Students	23%	Incomplete
Total of the students		22 Students	100%	

The table above shows that students' achievement in cycle II was improved. Where 77% students achieved with the MMC score which score above 72, and 23% with the score below 72. All the specified requirements for this cycle II have been successfully fulfilled. It can be seen here that most of students' achievement could improve from cycle 1 to cycle 2. It meant that cycle II succeeded, and the researcher no needed to continue to the next cycle.

4) Observation

The observation was done in teaching learning activity in cycle II. The observation was shown that teacher explained well and clearer about the material and the learning process than cycle I. Moreover, the teacher also gave motivation to the students and credit points and note for additional information to improving students' motivation in applying the snowball throwing technique. From the effort that was done by the teacher, there were positive changes for students in learning process. The students seemed more enthusiastic and paid more attention during the learning process. The students score of from post-test I to post-test II could be seen on the table below:

Table. 4.6. The Score of The Post- Test I and Post Test II Students' Speaking Performance

No	Name of Students	Post- test I score	Post- test II score	Explanation
1.	FD	78,85	80,5	Improved
2.	RF	69,45	71	Improved
3.	NZ	69,4	71,125	Improved
4.	JS	76,6	80,75	Improved
5.	AY	79,5	79,75	Improved
6.	NSY	69,8	77	Improved
7.	ND	71,25	75,25	Improved
8.	ZH	71,3	76,5	Improved
9.	AF	74,25	76,75	Improved
10.	AL	68,75	71	Improved
11.	WF	77,2	80,125	Improved
12.	RM	71,25	76,375	Improved
13.	CL	69,6	74,625	Improved
14.	SL	70,2	75,125	Improved
15.	STL	67,8	73,25	Improved
16.	SYF	70,85	75,25	Improved

17.	NM	77,6	79,25	Improved
18.	SS	68,2	70,625	Improved
19.	LA	70,6	71	Improved
20.	VK	77,55	80,25	Improved
21.	ZS	69,25	74,75	Improved
22.	AR	72,15	76,125	Improved
	Average	72,33	76	
	Highest Score	79,5	80,75	
	Lowest Score	68,75	71	

Based on the table above, the snowball throwing technique improved the students' speaking performance because there was score improvement from post-test I was 72,33 became 76 in post-test II. In the cycle II, most of the students could develop their performance. It means that cycle II was successful and no need to continue to the next cycle.

5) Reflection

Based on the result of students score in each cycle, it's shown that the students' score improved from first cycle until the last cycle.

Table. 4.7. The Comparison of Students' Grades that Achieving Minimum Mastery Criteria (MMC)

No	Test	Frequency	Percentage
1.	Post Test 1	8 Students	36%
2.	Post Test II	17 Students	77%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. There were 2 indicators of the successful criteria: 1) Based on MMC, student achievement in the post-test were over 72, 2) Based on the percentage of the number students, where 77% of students have achieved the indicator of success criteria. It was over 70%. It meant that the cycle in classroom action research could be stopped.

Furthermore, based on the observation sheets in each cycle, the following findings were found: 1) The snowball tossing technique was beneficial to increase pupils' speaking abilities. Previously, students struggled to comprehend the information/material/words or sentences delivered. 2) The snowball throwing technique helps students gain motivation and confidence in their speaking performances. Teachers need to add accompanying actions in enhancing students' motivation by offering credit points to engaged students. The result that was derived from implementing the snowball throwing technique indicates that the technique was

not only an innovative technique but also facilitated active student engagement, collaborative learning, and enhanced comprehension of the subject matter.

4.1.2 The Factors Influence the Improvement of Students' Speaking Skill.

Based on the results of interviews regarding Factors influence the improvement of students' speaking skill at Junior High School, there are four factors that influence students' improvement in speaking skill, namely Affective, Cognitive, Performance Condition.

1.1.2.1 Affective

Affective factor is the first main factor inhibiting the students in speaking. It derives from students as individual learners themselves. This factor has several sub-factors are motivation, self-confidence, self-esteem, feeling toward topic, and self - consciousness.

1.1.2.1.1 Motivation

Student motivation was one of the factors that influenced the students' speaking improvement. Based on the interview the researcher has found student motivation as a factor that can influence EFL students' improvement in learning speaking at MTs Elbas Ciamis.

The following data excerpt contains data about one of the factors impacting students' progress in speaking skills from the perspective of motivation:

> *I feel interested by the opportunity of developing proficient speaking skills since it will enable me to effectively articulate ideas and enhance my self-confidence and to future career because English is still national language till now. (s1 LN. 3-7).*

Students are motivated to develop their speaking abilities because they believe it may boost their self-esteem and be a significant tool in their future careers. It is regarded crucial to master English speaking skills. Other information from other students' experiences reveals that:

> *Viewing other people who attend a different educational institution. I notice that they exhibit a sense of fluency and self-assurance when conversing in English (s12, s21, LN. 8-10).*

It can be stated that students are driven to enhance their speaking skills for self-esteem and future professions, driven by positive examples and the importance of mastering English fluency. The data extract below shows other student experiences:

In order to appear cool or graceful. (s4, LN. 11).

The answer above indicate that they want to enhance their speaking skills in order to appear cool in front of others. This motivation encompasses social elements as well as self-perception.

In addition to self-motivation, the educational environment, and positive examples from others, some children are motivated by a family factor. The data extract below demonstrates different student experiences:

I desire to acquire the ability to communicate fluently in English due of my father's proficiency in the language. If my father asks me a question, I can provide an answer. (s5, LN. 12-14).

Students are motivated to enhance their English-speaking skills since their father is fluent in the language. They want to be able to converse effectively so that when their father speaks to them, they can respond appropriately.

The students' responses above show that their reasons for improving their speaking skills are diverse, including self-confidence, future employment, positive examples from others, language fluency, social motives and self-perception, and the influence of the family environment. This demonstrates the variety and complexity of pupils' motivations for enhancing their language skills.

Interestingly, most of them were feeling motivated when the teacher utilized that the snowball throwing technique to facilitate them in speaking learning process. There are various answers from students. Below is the sample of scripts from the interview section:

Yes, I am motivated to learn how to speak utilizing the technique of the snowball. I can practice my speaking with this way and the Snowball Technique is an enjoyable, and pioneering technique for acquiring speaking skills. (s1, LN. 17-22).

The pupils were inspired to use the Snowball technique to improve their speaking abilities. They believe that the technique is both effective and enjoyable. Other information can be found in the following data excerpt:

I lack the necessary motivation to acquire proficiency in speaking through the utilisation of the Snowball technique. Because I still not confident when I'm speaking in front of the people. (s5, s11, LN. 23-26).

Some students felt less motivated and less confident using the Snowball technique to speak in English.

The passage above suggests that although the Snowball technique may result in reduced motivation and confidence for certain students, it is generally seen as an effective and enjoyable the technique by most students.

Besides being motivated from themselves and the techniques used by teachers, they be motivated from various experiences. Additionally, data from other students with different experiences:

I get inspiration from my public figure/other people who is very fluent in speaking English. (s1, LN. 32-34).

Some students are encouraged by prominent figures or others who speak English fluently, which motivates them to enhance their speaking skills. Other data from other students from various experiences:

I get motivation from the success stories of famous people who overcame their fear of public speaking and eventually became very influential speakers. (s15, LN. 35-37).

Students are inspired by the success stories of people who conquered their fear of public speaking. They are inspired and positively urged to face their own worries. Additional information from other students with different experience:

When I saw that my classmates/senior could speak and understand foreign languages, I was motivated to learn foreign languages, and my school happened to have foreign language extracurricular activities. (s2, LN. 38-42).

Students are motivated to study more when they see classmates or seniors who speak a foreign language fluently. Furthermore, the school atmosphere has a vital influence. Additional evidence from other students' experiences reveals that:

I haven't had any experience to increase my motivation, and I only motivate myself to always learn English and support from my family. (s3, LN. 43-45).

Students reported no special experiences that improved motivation, but they were driven to study English by self-motivation and strong family support. Other data from other students' experiences demonstrates that:

The occasion when my father asked to communicate in English at home. (s5, LN. 46-47).

The data show that there was a moment in which learners are asked by their fathers to speak English can be encouraging for improving their speaking ability.

The study investigates students' motivation to improve English speaking skills using Snowball technique, highlighting personal experiences, inspiration, learning experiences, instructor experiences, educational environment, and family support.

In addition to the motivation described above, students can encourage and motivate each other, creating a positive environment for language learning and skill development. The data from student responses are as follows.

Providing support and encouragement for them when they dare to actively participate in activities provided by the teacher. (s3, LN. 50-52).

Students feel motivated when Teachers' support and encouragement of active participation in activities can significantly motivate students, demonstrating the effectiveness of a supportive environment in promoting active learning. Another data on the way the student gives a motivation to their friend in the classroom during learning process can be found in the following excerpt data:

Helping and motivation to individuals when they have the bravery to actively engage in activities facilitated by the instructor". (S1, LN. 53-55).

This paragraph emphasizes the necessity of providing support and motivation to people who bravely participate in instructor-led activities, resulting in increased self-confidence and motivation. The following sample data contains additional information about how students motivate their friends in the classroom during the learning process:

Provide advice to peers and offer invites to them. (s8, LN. 56-57).

The Students' answer above emphasize the importance of sharing knowledge and experiences with peers, to encourage student participation in learning. Another data on

the students' responds to engage their friend I the classroom in speaking lesson can be found in the following excerpt data:

Give them support (s11, L.N 58-59).

The student response emphasizes the importance of helping pupils, including encouragement and practical support, to help them gain confidence. The following excerpt data contains additional information about students' responses to engaging their friends in the classroom in a speaking lesson:

Providing positive reinforcement and support. (s13, LN. 60).

Following up on the last answer. Students exhibit the value of positive reinforcement, which includes praise, awards, and encouragement. This can boost motivation and confidence.

The conclusion is teachers and peers foster a supportive environment that enhances student participation in learning through positive reinforcement, knowledge sharing, and practical support, boosting self-confidence and active engagement in instructor-led activities.

Next, consider how pupils reacted to the teacher's usage of the snowball tossing technique during the class. Student reactions to the teaching technique varied greatly, with many students reporting that they appreciated and felt driven by the learning experience incorporating the snowball throwing technique, while a minority of students were less interested in it. Another data on the students' responses to the use of the snowball throwing technique applied by the teacher during the lesson can be found in the following excerpt data:

Student: Yes, I enjoy. (s21, LN. 63-64).

The students expressed satisfaction and motivation with the educational techniques used, highlighting the positive impact of the classroom environment and instructional technique. Additional information about the opinions regarding the applying the snowball technique by teacher in the classroom can be found in this excerpt of data:

Student: I don't enjoy it as much. (s21, s17, LN. 65).

According to the responses above, students did not like the learning process since the teaching techniques or activities did not meet their interests. So, it can be concluded that 18 out of students feel enjoy when teacher applied the snowball throwing technique during learning speaking.

1.1.2.1.2 Self-esteem

Self-esteem significantly impacts various aspects of life, including oral communication. Elevated individuals show increased confidence and are more open to constructive criticism. In this instance, the researcher investigated how students' behaviours in cultivating self-esteem could enhance their speaking abilities. Other data regarding students' opinions regarding self-esteem can be seen in the following data excerpt:

> *Provide support, praise to myself and giving thanks to acknowledge the effort that has been made. (s1, s3, LN, 68-69).*

The line expresses self-affirmation and thankfulness by acknowledging students' efforts, showing gratitude, and appreciation for every achievement. Additional information pertaining to students' perspectives on self-esteem can be extracted from the subsequent data excerpt:

> *I'll accept opinions and the suggestion from others. (s2, s11, LN, 70-71).*

The sentence above conveys that the initiative aims to enhance students' speaking proficiency and personal development by incorporating the perspectives and ideas of others. The following data an excerpt presents further insights into students' thoughts on self-esteem:

> *I will start by preparing myself as well as possible to be more confident". (s15, s16, LN. 72-73).*

The interpretation of the sentence above is to boost self-confidence, it's crucial to prepare actively for challenges through learning, practicing, and devising strategies, thereby enhancing one's ability to face and overcome obstacles.

The study emphasizes the importance of acknowledging student achievements, enhancing verbal communication, personal development, and proactive readiness through education and technique, while utilizing comparisons for motivation and self-esteem.

1.1.2.1.3 Feeling Toward Topic

Gaining information and sharing viewpoints on a specific subject is the initial stage towards investigating deeper into that subject matter and engaging in good communication with individuals who hold various opinions. This argument explored various opinions or viewpoints expressed by students during the interview process. Then, after carefully considering the researchers' questions and thinking on their own experiences and viewpoints, the students responded as follows:

I like speaking subjects. (s2, s20, LN. 75-76).

The student's interest for spoken discourse subjects can be beneficial in personal growth, academic pursuits, and professional development. This interest can inspire them to actively seek opportunities to enhance and polish their speaking abilities. Other data regarding factors that influence students' improvement in speaking skills regarding feeling towards topic can be seen in the following data excerpt:

I also disliked speaking subjects. I don't feel confident in my English-speaking skills. (s21, s22, LN. 77-78).

The sentence above indicates that pupils' fear to language classes results from a lack of confidence in their ability to speak. This lack of confidence may arise from worries regarding grammar, vocabulary, pronunciation, or nervousness of producing mistakes.

From the responses provided by the students, it can be inferred that Students expressed interest in speaking for personal growth, academic performance, and professional advancement, but some students expressed concern due to lack of confidence in their speaking ability.

In addition to their interest in the material being taught, numerous students expressed their opinions regarding the level of enthusiasm exhibited by their peers during the learning process, such as:

Yes, I feel more enthusiastic about the speaking class material delivered by the teacher. Our teacher has an interesting way to teach the material. (s1, s2, LN. 81-83).

The statement indicates that students demonstrated increased enthusiasm for the class topic, indicating the teacher's instruction was perceived as engaging and

impactful, possibly due to innovative technique or technique in learning process. Other data regarding factors that influence the improvement of students' speaking skills regarding feelings of enthusiasm for speaking classes can be seen in the following data excerpt:

> *A little bit feels enthusiastic. because I have difficulty speaking English and feel nervous. However, if the teacher uses fun techniques, I am enthusiastic about following the learning process. (s8, s21, LN. 84-87).*

The statements reflect uncertain opinions about learning. However, individuals nonetheless have a keen curiosity and excitement. Teachers should employ innovative techniques to transform the learning environment into a more enthusiastic one.

According to the results of the answers above of the researchers' interviews, 18 of 22 students enjoy and appreciate speaking courses. They believe that speaking is the easiest skill to master and that it allows them to gain confidence when speaking English in front of others.

In addition to analyse students' interest and enthusiasm in learning speaking, the researcher also investigated any challenges encountered by students during the process of learning speaking. The students responded as follows:

> *Yes, I have challenges in comprehending the speaking material such as: 1. Certain components of speaking content are difficult for the pupils, such as learning new vocabulary, adhering to complex sentence structures or imitate the pronunciation. (s22, LN. 90- 94).*

The above paragraph suggests that students encounter difficulties in comprehending spoken content, such as acquiring unfamiliar vocabulary, comprehending sentence structure, and imitating pronunciation. These challenges demand additional focus and exertion to achieve proficiency. Meanwhile the additional data from the other students about the challenges, including:

> *How the teacher delivers the speaking content. (s18, LN. 95-96).*

The sentence pertains to the teaching methods, techniques, and strategies employed by teachers to enhance students' understanding and mastery of speaking materials. Other data regarding the answer, including:

> *I'm Feeling nervous not confident. (s15, s14, LN. 97).*

The language above implies that students experience anxiety and lack self-confident in their capabilities. The additional data is:

I think it was a bit difficult. Because it takes me quite a long time to process and give myself understanding. (s12, s8, LN. 98-100).

This information line suggests that certain students faced difficulty in comprehending and processing the material, suggesting that extra time and effort are required to fully understand a specific subject matter.

Based on the students' answers above, students have difficulty understanding oral content and feel anxious and lack confidence, so they need extra focus, effort, and time to fully master the material.

While recognizing the difficulties encountered by the students, the researcher examined the students' perspectives on the teacher's instructional approach during the lesson., the answers from students such as:

Teachers sometimes utilize a new of learning media, games, technique and interactive strategies. (s5, s4, LN. 102-104).

In the above passage, teachers occasionally utilize novel educational resources, such as new learning media, games, interactive tactics, strategies, and tools. In addition, they include games that are in their teaching technique to enhance the dynamism and effectiveness of the learning process. The additional information pertaining to the presentation of learning materials by educators during the learning process can be found in the subsequent data excerpt:

I find the teacher's technique/method/strategy of presenting the content in class unsatisfactory as it heavily relies on lengthy lectures. I prioritize engaging students in the learning process and offering them ample learning chances. (s8, LN. 105-108).

The line above suggests that students are dissatisfied with the teacher's class delivery technique, which predominantly consists of lengthy lectures, as it does not match their expectations and needs. The additional details regarding the presentation of learning topic by teachers during the process of learning can be found in the following data excerpt:

I feel that the teacher is too fast in delivering the material in class and does not provide depth explanation, so it is difficult for me to follow along properly. (s6, s12, LN. 109-112).

The line above suggests that the teacher's fast-paced presentation of the content leads to pupils struggling to comprehend the lesson and feeling unsatisfied with the teaching technique.

It can be inferred that teachers utilized innovative resources like learning media and games to improve learning effectiveness, but students' expressed dissatisfaction with long lectures and fast-paced content presentation, leading to difficulty in understanding it.

1.1.2.1.4   Self -consciousness

Students also have other problems in speaking performance, such as nervousness. The nervousness is a very common problem in students' speaking ability.

Meanwhile, additional responses from learners were received regarding an individual who always compared the abilities of one student to another. The provided data extract includes further information, such as:

I see comparisons with classmates as a motivating challenge. (s1, s4, LN. 116-118).

The line above suggests that comparing oneself to classmates can serve as a source of motivation for pupils to enhance their talents. This demonstrates a positive mindset towards acquiring knowledge and achieving goals. The following is a data excerpt that contains additional data, including:

I consider comparisons with classmates as an opportunity to learn. But sometimes the comparison makes me a little less confident although I will use it as motivation. (s3, s22, LN. 119-122).

The interpretation of the sentence above that Comparing with classmates can enhance learning and motivation, although it may also decrease self-confidence in students. All students confessed that they were still nervous when asked to speak in front of a large crowd. Additional information about the students' responds of self-consciousness can be found in the following excerpt data:

I am feeling a little nervous. For fear of making mistakes in front of peers or teachers. (s20, s21, LN. 126-128).

This sentence expresses anxiety that anxiety arises from fear of making mistakes in front of classmates or educators, potentially impacting learning and social relationships. The data excerpt below has additional information regarding students' responses to self- consciousness, as follows:

> *I often feel nervous when I must speak in front of my classmates or teachers. I worry about making mistakes or not being able to convey my ideas well. (s17, LN. 129-132).*

The responses above indicate that students are nervous while speaking in front of classmates or teachers due to a fear of making mistakes and a lack of confidence in communication abilities, which impacts performance and involvement. The data snippet below provides additional information about students' responses to self-consciousness, as follows:

> *I feel nervous and anxious whenever I have to speak in front of classmates or teachers, I feel scared to perform well and afraid that I will lose my words. (s22, LN. 133-136).*

The statement above conveyed feelings. Someone had become nervous and anxious when speaking in front of classmates or teachers, fearing that they performed inadequately. This influenced both academic performance and social connections. The data excerpt below provides more information about students' responses to self-consciousness, namely:

> *In fact, I experienced a slight sense of unease. Due to my fear of committing an error in my spoken expression." (s7, LN. 137-138).*

This statement describes a small uneasiness caused by the worry of making a mistake while speaking. When speaking, a person feels uncomfortable and fearful of making mistakes, which reflects fears about undesirable judgements and interaction error.

Researchers aim to explore the impact of self-confidence on student engagement in class, in addition to understanding their feelings and reasons when speaking in public. The students' response is:

> *Self-consciousness affects class speaking activities, as fear of mistakes or mockery can hinder participation. To overcome this, individuals*

believe their friends are still learning and seek help to improve. (s1,
LN. 142-147).

The interpretation of the above paragraph is that self-consciousness can hinder students' participation in class due to fear of mistakes or ridicule. However, understanding that peers are also learning can reduce this fear and encourage more active participation.

Students' consciousness significantly influences their class involvement, as fear of mistakes or peer ridicule can hinder their participation in discussions and activities. However, they have their own way to deal with it. The provided data extract serves as evidence for the discovery, including:

When I'm speaking in front of people, I tell myself to enjoy myself and
be calm as if all the people who are looking at me don't exist. (s1, LN.
150-153).

The above statement suggests that students employ the way of imaging an audience-free conditions while delivering public speeches in order to decrease anxiety and enhance their self-confidence. This facilitates students' ability to concentrate on presenting the topic. Other students expressed differences of opinion, including:

Performing something you choose involving the movement of a body
part or manipulating an object, such as a pen. (s7, LN. 154-156).

The sentence implies that engaging in an action entails the physical movement of a body part or the manipulation of an object in order to reduce anxiety while speaking in public. One more suggestion provided by students to address nervousness is:

Calming myself before speaking by taking a breath and focusing on what I have
prepared to say (s13, LN. 157-159).

Students employ techniques like deep breathing and focused attention to calm themselves before speaking, thereby reducing anxiety, enhancing concentration, and organizing their thoughts. Another suggestion provided by other students to address nervousness is:

When I'm speaking in front of people, I'll keep looking at my closest
friend to calm down. (s2, s5, LN. 160-161).

The line above suggests that having friends could reduce nervousness, helping learners to talk with confidence and calm when speaking in front of the audiences.

The description above implies that Students' anxiety in speaking situations stems from fear of making mistakes, impacting academic performance and social interactions. Strategies like imagining no audience, physical actions, and seeking support can alleviate nervousness and improve communication.

1.1.2.2 Cognitive

Based on the research findings of students' responses about one of factor that influence the improvement students speaking skill. The findings of the result interview obtained by the researcher proved this. The pupils then presented a variety of responses. The data excerpt below includes information about students' strategies for dealing with having trouble comprehending the material, as follows:

> *When facing difficulties in understanding the material, I usually take the time to review the difficult material. (s20, s18, LN. 164-166).*

The above sentence demonstrates that some pupils used the teaching technique of repeating difficult-to-understand topics. They emphasise deep comprehension and accept responsibility for breaking down obstacles to learning. The additional material provided below offers information on students' ways for dealing with struggling to comprehend the topic, which is as follows:

> *One of the strategies I use is to ask for help from the teacher and then ask the classmates if I still don't understand. (s21, LN 167-169).*

This line demonstrates how some students use strategies to ask for help from teachers and peers in order to fully comprehend the content. Other data shown below include information concerning students' tactics in coping with efforts to learn the subject matter, which are as follows:

> *Ask the teacher when the teacher finished delivering the material or at the end of the lesson". (s17, LN. 170-172).*

The above statement demonstrates that students use the way of asking the teacher for help after class when they are having difficulty learning. They display ethical behaviour and a desire not to disrupt teaching. Other data on the use of ways in dealing with obstacles understanding content may be found in the data snippet below:

*Focus on paying attention to the teacher who is delivering the material. If I still don't understand then I will ask the teacher directly to re-explain". (s14, s10, LN. 173-*175).

The statement indicates that the student emphasises importance on focus and attentiveness in teaching, aiming for a thorough comprehension. If individuals faced challenges, they were willing to actively seek explanations, which helped to improve the process of learning. Additional data presented below includes information regarding students' strategies in dealing with attempts to comprehend the subject matter, which are as follows:

Asking a friend directly. (s5, LN. 176-177).

The following statement suggests that students typically utilise their friends' opinions to gain a better understanding of a topic.

The conclusion from the text above is that students utilize various strategies, including subject review, peer support, and concentration, to overcome learning challenges and enhance their learning experience.

The next is the student's feedback on the student's way to learning the content. The data regarding the student's way to learning the content can be seen in the following data excerpt:

In my opinion, group discussion or working in teams is very important to understand the subject matter better. In group discussions, we can share our opinions and we can help and support each other. (s1, LN. 180-184).

The following statement demonstrates an opinion that group discussions and teamwork are vital for students' knowledge of the subject matter. Collaboration and engagement with others increase understanding. The data sample below presents students' perspectives on discussion activities, including:

I prefer to study alone. (s14, LN. 185)

Based on the responses provided above, it can be concluded that 19 out of 22 students enjoyed the discussion or collaborative exercises, which are essential for a better understanding of the subject. In group conversations, we can express our opinions. Then, three out of twenty-two pupils choose to study alone rather than

converse with their classmates. They believe that studying alone is more productive and efficient.

In this instance is the student's perspective on assessing their comprehension of the material. Subsequently, the pupils offered a diverse range of comments, which included:

> *By doing the question with the correct answer and respond the teacher. (s17, LN. 188-190).*

The sentence suggests that measuring students' understanding of a material involves correct answers to questions and responding to the teacher when asked. The additional data about the way students measure their understanding, such as:

> *When I can explain the material to a friend who is struggling to understand it. (s16, LN. 191-192).*

The line above suggests that the student has a way of explaining the content to a friend who struggles to comprehend it. This demonstrates that pupils have comprehended the content proficiently, enabling them to assist others in comprehending it.

> *Comparing one's own progress from the previous one. (s18, LN. 188).*

The interpretation of this statement was to assess or measure one's own progress by comparing current achievements or developments with previous achievements or developments. This involves observing the extent to which progress had been made, whether in terms of skills, knowledge, goal achievement, or other aspects, and assessing whether there has been an increase, decrease, or no change at all. The other data, such as:

> *When I don't ask anyone including teachers and friends. (s19, s21, LN. 195-196).*

The line above implies that the student comprehends the presented subject and stop from asking explanation from the teacher or peers.

Based on the students' opinions above that students can evaluate their understanding by explaining the material to friends, students can evaluate about their progress, and show sufficient understanding without requiring additional explanations from teachers or friends.

The following pertains to the pupils' perspective on their proficiency in responding to English speakers. Here, the pupils offer different responses.

I don't have enough knowledge yet. But I try to be active and deepen my knowledge by actively studying in class (s17, LN. 192-193).

The line above suggests that students possess self-awareness of their poor knowledge, yet they actively engage in classroom participation to enhance their comprehension and knowledge. They are dedicated to engaging in active learning.

I felt that I had enough knowledge to respond to the speaker. (s5, LN. 199-201).

The line above suggests that students are confident in their existing understanding and believe they possess enough information to offer relevant and suitable responses to the speaker.

I felt less confident because of my little knowledge of English. (s9, LN. 202-204).

The line above implies that students who lack proficiency in English may experience reduced confidence when faced with situations that necessitate the use of English, such as engaging in both verbal inquiries and responses in the language.

The text highlights the impact of language proficiency and self-awareness on students' academic confidence, emphasizing the importance of supportive educational environments for English proficiency students.

4.1.2.3. Performance Condition

The performance condition aspect is often unavoidable in the purpose to develop students' speaking skills. In this section, the researcher studied students' thoughts on performance conditions when requested to speak English in front of people. The results of the interviews conducted by the researcher that all students need more time to speak English in front of people. The answers from students include:

I need time to improve my pronunciation and ensure that I use correct grammar. (LN. 206-208/QN1/PC).

The statement above that students acknowledged the need to improve pronunciation and grammar, highlighting their speaking skills, and acknowledged the

time required to achieve this goal due to personal and professional communication issues.

The study reveals that students' speaking performance is influenced by various affective factors, including topic, self-confidence, motivation, self-esteem, self-awareness, nervousness, and lack of knowledge. The second cognitive factor includes students' lack of knowledge. The third is the performance condition factor.

4.2. DISCUSSION

4.2.1 Students' Improvement Utilizing the Snowball Throwing Technique in Speaking Skill.

This research discussed the research findings above. There were two research questions in this research. 1) the students' improvement utilizing the Snowball Throwing Technique in Speaking Skill. The second was about the factors influencing the improvement students' speaking skills using the Snowball-Throwing Technique of eighth grade students at MTs El-bas Ciamis.

The Snowball Throwing technique was utilized to improve speaking skills in a study, despite initial inactivity and challenges faced by many students. This snowball tossing technique allows students to enhance their speaking skills, boost their confidence, and gain a deeper comprehension of the material they are speaking about. This technique promotes student engagement and fosters collaboration among groups. They derive pleasure from this activity.

During the first cycle, the instructor introduced the snowball throwing technique as part of the lesson. Within this meeting, there exist certain kids who possess the ability to concentrate. This is due to the pupils' lack of comprehension and adherence to the technique employed by the teacher during the teaching session. Nevertheless, they adhere to the instructions provided by the teacher. In cycle I, the statistics indicated that one student achieved the highest score, while 9 students scored over the minimum passing grade (MMC), and 13 students scored below the MMC.

During the second cycle, the researcher saw that students actively participated in the learning process by utilizing the snowball technique. This approach was employed

in the same manner as the one utilized in the cycle II. During this cycle, pupils exhibited greater engagement in the learning process. Students have comprehended its utilization as well. In this instance, the researcher presented further instances of sentence structure, vocabulary, and provided illustrations of word or sentence pronunciation. Students vocalize the language in unison with the teacher. In cycle 2, the majority of students have achieved higher scores compared to their previous performance. During cycle 1, 59% of the students exhibited low levels of engagement in learning, particularly in terms of their participation in answering and asking questions. In contrast, during cycle II, kids exhibited greater levels of engagement by actively posing inquiries and attentively focusing on the teacher's explanation.

These results align with the study conducted by Salim, Saini, and Paputungan (2020), which similarly shown the usefulness of this technique in enhancing speaking abilities. Furthermore, studies conducted by Hayuningtyas et al. (2022) and Mogea (2023) have demonstrated that employing collaborative techniques, such as the 'Snowball Throwing' technique, can enhance student engagement and yield positive academic results. Thus, our study not only corroborated prior research but also enhanced the comprehension of how the technique could be utilized in other educational settings.

The paragraph above indicated that the Snowball Throwing technique was considered a fun technique and had been shown to have a positive impact on student academic achievement in all subjects. This was reported by Tasaufi et al. (2024). Additionally, Apsari et al. (2019) argued that cooperative learning could be more effective in helping students. This had the potential to create an educational environment that was more inclusive and supportive, so helping all students, including those who may have faced difficulties with self-directed learning.

In this study, the researcher utilized the Snowball Throwing Technique to improve students' speaking abilities. Furthermore, the researcher explored the diverse aspects that may impact the enhancement of the oral proficiency of students. The data collection methods encompassed oral examinations and student interviews, yielding a more comprehensive understanding of these influential elements.

Based on the previous description, the Snowball Throwing Technique was an enjoyable, efficient and collaborative technique in the process of learning. This technique could facilitate students' active engagement in learning activities and offer chances to hone their speaking abilities. The primary objective of this technique was to enhance confidence in English speaking through the utilization of snowball tossing technique. The pupils can be incentivized as they are given the opportunity to actively participate in the learning process.

4.2.2 The Factors Influence the Improvement of Students' Speaking Skill

The research findings indicate that a few multiple aspects that contribute to the enhancement of pupils' speaking abilities when employing the Snowball Throwing technique at MTs El-bas Ciamis. The summary of the current findings about the factors influence the improvement of students' speaking skill was in line with the research carried out by (Pratiwi et.al, 2020).

4.2.2.1 Affective Factor

The affective element has been demonstrated to hinder students from acquiring proficiency in speaking English as a foreign language (Pratiwi et.al 2020). This statement supported by Halim et al., (2024) that affective had significant influence on students' speaking ability in English. Research indicates that inhibition factors hinder students from speaking, leading to negative learning outcomes and difficulties in self-expression during speaking classes. The troubles stem from the kids. The emotional components involved in this context comprise motivation, self-consciousness, self-esteem, feeling toward the subject. These factors consistently impact students (Pratiwi et.al, 2020). The outcome was derived from the examination of the students' interview.

Throughout the process of developing language skills, students require assistance and support from their educators and peers. Pratiwi et al. (2020) found that students demonstrated increased levels of involvement in the classroom when they got assistance and rewards from their peers and teachers. Conversely, a lack of motivation frequently resulted in a hesitancy to participate verbally.

First, regarding motivation, it is interesting that students may be influenced by many factors. This motivation is an important driver for students to take the initiative in speaking and communicating in class (Halim et al., 2024). One of the determining

factors that influence students is their desire to achieve good speaking skills. Most students are motivated to acquire English language skills to improve their speaking proficiency for their prospective professional endeavors. In addition, students are more likely to use techniques to learn in class. The findings revealed that a small number of students showed reduced motivation towards the application of learning techniques. Furthermore, the following topic discusses student motivation resulting from various experiences. The findings of the study, there are various student experiences that can increase motivation. In addition, inspiration can also be obtained from peers. As a result, students can inspire and encourage each other. Finally, it refers to students' responses to the application of snowball throwing techniques by teachers as a means to facilitate learning in class. The snowball tossing technique is used to facilitate learning in class, with varying student motivation and enthusiasm, there are some students who are less interested in the technique. The results of this study have similarities with previous studies conducted by Pratiwi et al., (2020) and Halim et al., (2024) that motivation can affect students' improvement in learning English speaking. However, this study has found additional motivation that has not been found in previous studies, namely student motivation obtained from various student experiences can also affect students' improvement in learning speaking in class.

Secondly was self-esteem. According to Pratiwi et al., (2020) indicated that students' self-esteem hinders them as they have inaccurately assessed their own abilities. Students may perceive themselves as lacking proficiency in English due to their poor self-esteem, particularly when it comes to speaking. The findings found that there were various ways: 1) the student provide support, praise to themselves and giving thanks to acknowledge the effort that has been made. 2) Students received the opinion and suggestion to be better. 3). Student started to prepare well to be more confident. The current findings were similar to those of Pratiwi et,.al (2020) and Halim et al, (2024) that self-esteem may hinder students' ability to speak.

Thirdly, students' feelings towards the topic. As stated by Pratiwi et al. (2020), students must demonstrate interest in themes prior to engaging in speaking activities. The current findings related to feeling toward topic conducted by Pratiwi et al. (2020) showed that students gave opinions about the teacher's explanation, the students'

inability to articulate themselves, and their emotional response to certain issues are significant variables that greatly hinder their ability to talk. Topics served as a source of motivation for pupils to enhance their speaking skills in the classroom Halim., (2024). The students built their interest from the topics taught by the teacher. The students started to experience problems in speaking because some of them did not like the topic or material which eventually hindered them in speaking, such as lack of confidence. This also had an impact on their loss of motivation and enthusiasm in speaking.

Next**,** self-consciousness. The inhibitory component in speaking English is self-consciousness. Self-consciousness pertains to the state of students who consistently compare their own competence with that of their peers (Pratiwi et al., 2020). Students face considerable pressure due to the act of comparing their abilities, which is subsequently felt before their class presentations (Halim et., al 2024). The pupils experience apprehension due to their fear of failure when speaking in front of the class. Students often experience self-consciousness in speaking English, fearing mistakes and peer comparisons, which can lead to a decline in self-assurance and hinder their motivation to improve.

A prior study conducted by Halim et al. (2024) demonstrated that self-consciousness was a common occurrence among students when presenting in front of the class. Students frequently experienced appreciation regarding potential ridicule or criticism from their peers, leading to diminished motivation to speak and thereby impairing their performance. This indicates that shyness may be a notable impediment for pupils when it comes to acquiring speaking skills.

4.2.2.2 Cognitive

Regarding the discoveries the findings of this study exhibit resemblances to other studies conducted by Pratiwi et al. (2020) and Halim et al. (2024), which asserted that cognitive elements constitute a significant impediment for students in their oral communication skills. This aspect mostly pertains to the proficiency of students in acquiring fluency in spoken English as a second language. Regrettably, this component also impedes students, along with its subsidiary aspects such as grammar, pronunciation, and vocabulary. The pupils have disclosed their answers during the

interview. Students have been impacted by cognitive issues, since they possess limited understanding pertaining to grammar, linguistic structure, pronunciation of specific words, and vocabulary in English. The various challenges encountered by students started to impede their progress in acquiring proficiency in spoken English as a second language. The pupils reiterated the same point during the interview process. The kids acknowledged that they still have deficiencies.

4.2.2.3 Performance Condition

Performance circumstances in speaking skills involve external and internal factors affecting communication effectiveness. Mental and emotional condition are crucial for expressing thoughts. Understanding and managing these variables enhances communication efficacy in diverse situations. The research findings indicate that it is essential for all pupils to get more time to verbally express themselves in English in the presence of others. Similar to prior research conducted by Hoang (2015), it has been found that students require need more time to verbally communicate in English in a classroom setting in order to enhance their performance and boost their confidence.

According to the interview results, every student expressed the belief that they required enough time to practice speaking English. There are several reasons, which are as follows:1) Students require sufficient time to contemplate and formulate precise vocabulary choices and produce grammatically accurate phrases. 2) to choose the most appropriate terminology for effectively expressing their desired message. All the inhibiting factors have shown to be the factors inhibiting the students in speaking.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on finding of improving students' speaking skill by utilizing Snowball Throwing Technique at eighth grade of Islamic Boarding School MTs S El-Bass for two cycles of classroom action research, the researcher was concluded as follow:

1. Based on the results of the study and discussion, it can be concluded that learning speaking through the snowball throwing technique can improve mastery and

understanding in MTS El-bas students. The ability to improve in grade 8 students using the snowball throwing technique is classified as successful in cycle II. A total of 17 students (77%) met the predetermined success criteria, while 5 students (23%) have not fully met the specified criteria. Activities in using the snowball throwing technique can increase student responses by 91% and students' ability to recognize transportation vocabulary by 92.30%. This is indicated by an increase in student grades. Students become more involved and enthusiastic in participating in learning when using the snowball throwing technique. The teacher also succeeded in developing an effective and enjoyable learning environment. Based on the results of observations of teacher activities during the implementation of the cycle I action, it seemed less effective. In cycle II, the activities carried out by the teacher were considered very effective. The results of cycle II were better, with the development of teacher activities. In Cycle II, this was successful based on the results of student grades that had met the predetermined criteria and student activities and responses that were very positive towards the techniques that had been carried out in learning. Based on the research findings, it can be concluded that the students are positively inhibited by the factors inhibiting the student. There are three main factors inhibiting the students in speaking English as foreign language. They are affective, cognitive and performance condition.

2. The findings show that there are three main factors that hinder students in speaking English as a foreign language. These factors are cognitive affective factors, and performance conditions. In total, there are 4 subfactors that are categorized as affective factors. Affective factors greatly influence students in their speaking competence, especially from the factors of shyness and nervousness. Cognitive factors also hinder students in terms of student knowledge related to grammar or language structure. The third is performance condition which refers to students' readiness to speak in front of people. Separating inhibiting factors provides an easier way for students to solve problems in learning to speak English as a foreign language. Furthermore, this study determines that utilizing the snowball throwing technique and knowing the inhibiting factors in improving students' English-speaking learning can be useful in improving speaking skills in foreign students.

Practical insights are available for educators to improve students' speaking skills by using innovative techniques into English speaking teaching.

5.2 Suggestions

The researcher concluded this chapter by offering recommendations that could be beneficial to the English teacher, students, and other researchers.

1. For the English Teacher

The researcher suggested that teachers should be proficient in selecting effective learning techniques to enhance students' speaking skills, as it promoted greater participation and understanding in English speaking, thus enhancing the overall teaching and learning process. It was suggested that teachers design speaking activities to attract students' interest.

2. For the Students

The students were advised to practice speaking English more. If they found difficulties in understanding the speaking material, they could utilize the Snowball Throwing Technique. Before using the technique, they had to understand what they should do in every step. The students needed to practice more to help them gain self-confidence in performing their speaking. They were also advised to consult their dictionary to check pronunciation and to listen to native speakers to enhance their English vocabulary.

3. For Future Research

Researchers could utilize the Snowball Throwing Technique across various domains. They could enhance the teaching and learning process of English speaking by incorporating additional acceptable materials. Nevertheless, this research could serve as a foundation for conducting a more comprehensive investigation on the topic.

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APPENDIX 1

LESSON PLAN

School	: MTs S El-Bass Ciamis
Subject	: English/Speaking
Grade/Semester	: VIII/II
Title	: Preposition
Cycle/Meeting	: I/ 1, 2, 3
Time Allocation	: 2 x 45minutes

A. Standard of Competence
KI 1: 1. Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: 2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competence
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indicator
3.6.1 Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang.
3.6.2 Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang.
3.6.3 Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang.
4.6.1 Menyusun kalimat untuk memberi informasi terkait keberadaan orang, benda, binatang.

D. Learning Objectives

Pertemuan 1
Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:
1. Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang dengan percaya diri.
2. Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang dengan percaya diri.
3. Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang dengan percaya diri.

Pertemuan 2
Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:
1. Menyusun kalimat untuk mendeskripsikan informasi terkait keberadaan orang, benda, binatang dengan baik.

Pertemuan 3
Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:
1. Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang dengan percaya diri.
2. Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang dengan percaya diri.
3. Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang dengan percaya diri.
4. Menyusun kalimat untuk mendeskripsikan informasi terkait keberadaan orang, benda, binatang dengan baik.

E. Materi Pembelajaran: Preposition

Pertemuan 1
1. **Topic**
   * Fungsi sosial
   * Menyebutkan, mengidentifikasi posisi benda yang ada di dalam rumah.
   * Struktur teks
   * Memulai
   * Menanggapi (diharapkan/di luar dugaan)
   * Unsur Kebahasaan
       * Ungkapan dengan there is/are
       * Frasa kata depan: in, on, under, in front of, below, above, dan lain lain.
       * Ucapan, tekanan kata, intonasi, ejaan, tanda baca.
   * Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

- **Kata benda. Contohnya:** Bedroom, Living room, Bathroom, and Kitchen.

Pertemuan 2

Topic
- Penggunaan preposition untuk mendeskripsikan lokasi benda dalam gambar.
- **Kata benda. Contohnya:** Bedroom, Living room, Bathroom, and Kitchen.

Pertemuan 3

Topic
- Ungkapan dengan there is/are
- Frasa kata depan: in, on, under, in front of, below, above, dan lain lain
- Penggunaan preposition untuk mendeskripsikan lokasi benda dalam gambar.
- Kata benda. Contohnya: Bedroom, Living room, Bathroom, and Kitchen.

F. Learning Method
Co-operative type Snowball Throwing

Teaching Planning
First Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	a. Guru masuk kedalam kelas dengan memberikan salam.
	b. Guru menanyakan kabar siswa.
	c. Memperkenalkan diri.
	d. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini.
	e. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
Core Activities	a. The teacher explains about the Preposition How to describe the position of person, thing, animal. For example: *the kitchen is next to the bathroom*.
	b. The teacher explains briefly about the topic.
	c. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom.
	d. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam

Activities	Langkah-langkah pembelajaran
	pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang
	e. The teacher asked the students to form groups. After that, the teacher gave some balls to each group, and then the teacher played music (when the music played, the ball had to be passed to another student).
	f. Student who gets the ball they should answer the questions
End Activities	a. The teacher and students make conclusion about material.
	b. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya
	c. Closing

Second Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	f. Guru masuk kedalam kelas dengan memberikan salam.
	g. Guru menanyakan kabar siswa.
	h. Memperkenalkan diri.
	i. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini.
	j. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
Core Activities	g. The teacher explains about the Preposition How to describe rooms' condition. *For example: the garage is empty.*
	h. The teacher explains briefly about the topic.
	i. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom.
	j. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang
	k. The teacher asked the students to form groups. After that, the teacher gave some balls to each group, and then the teacher played music (when the music played, the ball had to be passed to another student)..
	l. Student who gets the ball they should answer the questions
End Activities	d. The teacher and students make conclusion about material.
	e. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya
	f. Closing

Third Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	k. Guru masuk kedalam kelas dengan memberikan salam. l. Guru menanyakan kabar siswa. m. Memperkenalkan diri. n. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini. o. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
Core Activities	m. The teacher explains about the Preposition How to describe rooms' condition. *For example: the garage is empty.* n. The teacher explains briefly about the topic. o. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom. p. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang q. The teacher asked the students to form groups. After that, the teacher gave some balls to each group, and then the teacher played music (when the music played, the ball had to be passed to another student). Student who got the ball they should answer the questions
End Activities	g. The teacher and students make conclusion about material. h. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya i. Closing

Technique   : Oral test.

Media   : Pictures, Paper Ball and lingkungan sekitar sekolah.

Bahan   : Paper, Marker, White Board.

Source   : Headline English 2 for SMP-MTs Book, Internet dan Lingkungan Sekitar sekolah.

Assessment

1. Observasi : Lembar penilaian yang berisi aspek sikap, keterampilan dan pengetahuan harus dicapai oleh siswa selama kegiatan belajar mengajar

2. Test : Peneliti menyiapkan untuk penilaian hasil pemahaman tentang materi preposition siswa berupa soal lisan setiap cycle.

Ciamis, 23 January 2024

English Teacher   Researcher

Pinidya Rohmatul Azizah   **Ervi Nurajizah**
NIP: **NIM: 202210560211028**

LESSON PLAN

School	: MTs S El-Bass Ciamis
Subject	: English/ Speaking
Grade/Semester	: VIII/II
Title	: Preposition
Cycle/Meeting	: II/ 1, 2,3
Time Allocation	: 2 x 45 minutes

G. Standard of Competence

KI 1: 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: 2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

H. Basic Competence

3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya.

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

I. Indicator

3.6.1 Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang dan bangunan.

3.6.2 Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang.

3.6.3 Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang.

4.6.1 Menyusun kalimat untuk memberi informasi terkait keberadaan orang, benda, binatang, dan bangunan.

J. Learning Objectives

Pertemuan 1

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang dengan percaya diri.
2. Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang, dan bangunan dengan percaya diri.
3. Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang, dan bangunan dengan percaya diri.

Pertemuan 2

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Menyusun kalimat untuk mendeskripsikan informasi terkait keberadaan orang, benda, binatang, dan bangunan dengan baik.

Pertemuan 3

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Menerapkan fungsi sosial 'menyebutkan' keberadaan orang, benda, binatang , dan bangunan dengan percaya diri.
2. Menerapkan struktur teks untuk meminta dan memberi informasi terkait keberadaan orang, benda, binatang, dan bangunan dengan percaya diri.
3. Mengidentifikasi 'preposition' yang digunakan untuk menyebutkan keberadaan orang, benda, binatang , dan bangunan dengan percaya diri.
4. Menyusun kalimat untuk mendeskripsikan informasi terkait keberadaan orang, benda, binatang , dan bangunan dengan baik.

K. Materi Pembelajaran: Preposition
Pertemuan 1
Topic

- Fungsi social: Menyebutkan, mengidentifikasi posisi suatu benda, dan yang ada di sekitaran rumah.
- Struktur teks
- Memulai
- Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
  - Ungkapan dengan there is/are.
  - Frasa kata depan: in, on, under, in front of, below, above, besides, across dan lain lain.
  - Kata benda. Contohnya: canteen, library, market, museum, castle, bank, police station, drugstore, school. Restaurant, hospital, post office, store, movie theatre, bus station, coffee shop, books, crunch, mosque, office.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca.
  - Topic Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

Pertemuan 2

Topic

- Penggunaan preposisi untuk mendeskripsikan lokasi benda dalam gambar.
- kata benda. Contohnya: canteen, library, market, museum, castle, bank, police station, drugstore, school. Restaurant, hospital, post office, store, movie theatre, bus station, coffee shop, books, crunch, mosque, office.

Pertemuan 3

Topic

- Ungkapan dengan there is/are
- Frasa kata depan: in, on, under, in front of, below, above, besides, across dan lain lain.
- Kata benda. Contohnya: canteen, library, market, museum, castle, bank, police station, drugstore, school. Restaurant, hospital, post office, store, movie theatre, bus station, coffee shop, books, crunch, mosque, office.
- Deskripsi singkat menggunakan preposisi.
- kata benda. Contohnya: canteen, library, market, museum, castle, bank, police station, drugstore, school. Restaurant, hospital, post office, store, movie theatre, bus station, coffee shop, books, crunch, mosque, office.

L. Learning Method

Co-operative type Snowball Throwing

Teaching Planning

First Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	a. Guru masuk kedalam kelas dengan memberikan salam.
	b. Guru menanyakan kabar siswa.
	c. Memperkenalkan diri.
	d. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini.
	e. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
	f. Memberikan motivasi terhadap siswa dan menyediakan permainan untuk siswa agar suasana menjadi lebih menyenangkan. Dan tidak lupa memberikan point terhadap siswa yang berhasil.

Core Activities	**a.** The teacher explains about the Preposition How to describe the position of person, thing, animal. For example: *the kitchen is next to the bathroom*.
	b. The teacher explains briefly about the topic.
	c. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom.
	d. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang
	e. The teacher asks the student to make a group, after that the teacher will give some balls to each group than the teacher will play a music (when the music plays, the ball should pass to other student).
	f. Student who gets the ball they should answer the questions
End Activities	**a.** The teacher and students make conclusion about material.
	b. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
	c. Closing

Second Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	a. Guru masuk kedalam kelas dengan memberikan salam.
	b. Guru menanyakan kabar siswa.
	c. Memperkenalkan diri.
	d. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini.
	e. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
	f. Memberikan motivasi terhadap siswa dan menyediakan permainan untuk siswa agar suasana menjadi lebih menyenangkan. Dan tidak lupa memberikan point terhadap siswa yang berhasil.
Core Activities	**a.** The teacher explains about the Preposition How to describe rooms' condition. *For example: the garage is empty.*
	b. The teacher explains briefly about the topic.
	c. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom.
	d. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam

Activities	Langkah-langkah pembelajaran
	pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang
	e. The teacher asks the student to make a group, after that the teacher will give some balls to each group than the teacher will play a music (when the music plays, the ball should pass to other student).
	f. Student who gets the ball they should answer the questions
End Activities	a. The teacher and students make conclusion about material.
	b. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
	c. Closing

Third Meeting

Activities	Langkah-langkah pembelajaran
Pre-Activities	a. Guru masuk kedalam kelas dengan memberikan salam.
	b. Guru menanyakan kabar siswa.
	c. Memperkenalkan diri.
	d. Guru mempersiapkan siswa untuk belajar (secara fisik dan mental) dan bertanya pertanyaan yang sesuai dengan materi baru yang akan dibahas pada pertemuan kali ini.
	e. Guru menyampaikan kompetensi yang akan dikuasai oleh siswa agar siswa memiliki tujuan yang akan dicapai pada materi kali ini.
	f. Memberikan motivasi terhadap siswa dan menyediakan permainan untuk siswa agar suasana menjadi lebih menyenangkan. Dan tidak lupa memberikan point terhadap siswa yang berhasil.
Core Activities	a. The teacher explains about the Preposition How to describe rooms' condition. *For example: the garage is empty.*
	b. The teacher explains briefly about the topic.
	c. The teacher asks the students to describe the pictures about the position of things in front of her friends in the classroom.
	d. Guru memperkenalkan snowball-throwing technique yang akan digunakan dalam pembelajaran. Setelah itu, siswa mendengarkan penjelasan guru tentang.
	e. The teacher asks the student to make a group, after that the teacher will give some balls to each group than the teacher will play a music (when the music plays, the ball should pass to other student).
	f. Student who gets the ball they should answer the questions
End Activities	d. The teacher and students make conclusion about material.

| | e. | Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya. |
| | g. | Closing |

Technique : Oral test.

Media : Pictures, Paper Ball and lingkungan sekitar sekolah.

Bahan : Paper, Marker, White Board.

Source : Headline English 2 for SMP-MTs Book
Internet, Lingkungan Sekitar sekolah.

Assessment

Observation : Lembar penilaian yang berisi aspek sikap, keterampilan dan pengetahuan harus dicapai oleh siswa selama kegiatan belajar mengajar

Test : Peneliti menyiapkan untuk penilaian hasil pemahaman tentang materi preposition siswa berupa soal lisan setiap cycle.

Ciamis, 10 February 2024

English Teacher   Researcher

Pinidya Rohmatul Azizah   **Ervi Nurajizah**
NIP: **NIM:202210560211028**

APPENDIX 3

Percentage of Students Score

$$P = \frac{F}{N} \times 100\%$$

Note:
P = Percentages
F = Frequency of students
N = Total students

Table 4.2. The Frequency of Students' Speaking Score of Post-Test I

No	Grade	Frequency	Percentage	Criteria
1.	≥72	8 Students	36%	Complete
2.	<72	14 Students	64%	Incomplete

Table 4.4. The Frequency of Students' Speaking Score from Post-Test Cycle II

No	Grade	Frequency	Percentage	Criteria
1.	≥72	17 Students	77%	Complete
2.	<72	5 Students	23%	Incomplete
Total of the students		22 Students	100%	

The Comparison of Students' Grades that Achieving Minimum Mastery Criteria (MMC)

No	Test	Frequency	Percentage
1.	Post Test 1	8 Students	41%
2.	Post Test II	17 Students	77%

APPENDIX 4

The Result of Students' Test in Cycle I

Name	Fluency			Pronunciation			Grammar			Vocabulary			Final Score	Description
	R	T	Rs	R	T	Rs	R	T	Rs	R	T	Rs		
FD	82	79	80,5	81	79	80	79	78	78,5	78	77	77,5	78,85	**S**
RF	67	68	67,5	70	69	69,5	72	69	70,5	68	70	69	69,45	F
NZ	60	65	62,5	70	65	67,5	73	70	71,5	70	73	71,5	69,4	F
JS	80	78	79	75	79	77	73	77	75	76	78	77	76,6	S
AY	75	78	76,5	79	82	80,5	80	76	78	80	82	81	79,5	S
NSY	70	75	72,5	68	69	68,5	70	68	69	70	72	71	69,8	F
ND	76	80	78	73	70	71,5	73	69	71	68	70	69	71,25	F
ZH	75	70	72,5	70	74	72	70	75	72,5	70	68	69	71,3	F
AF	75	78	76,5	76	79	77,5	74	73	73,5	68	74	71	74,25	S
AL	68	65	66,5	68	70	69	68	70	69	68	70	69	68,75	F
WF	75	80	77,5	80	78	79	77	78	77,5	75	75	75	77,2	S
RM	74	73	73,5	72	73	72,5	70	72	71	69	70	69,5	71,25	F
CL	74	70	72	72	68	70	67	69	68	70	70	70	69,6	F
SL	75	69	72	74	70	72	70	70	70	69	67	68	70,2	F
STL	70	68	69	69	67	68	68	66	67	67	69	68	67,8	F
SYF	70	75	72,5	73	70	71,5	70	73	71,5	68	70	69	70,85	F
NM	75	79	77	79	78	78,5	78	79	78,5	75	77	76	77,6	S
SS	69	65	67	67	69	68	68	70	69	67	69	68	68,2	F
LA	74	75	74,5	70	73	71,5	70	69	69,5	70	69	69,5	70,6	F
VK	82	80	81	79	79	79	76	79	77,5	77	73	75	77,55	S
ZS	73	70	71,5	72	70	71	69	65	67	70	68	69	69,25	F
AR	70	68	69	70	75	72,5	75	70	72,5	73	72	72,5	72,15	S
Average													72,33	

The Rater 1   The Rater 2

Pinidya Rohmatul Azizah   Ervi Nurajizah

The Result of Students' Test in Cycle II

Name	Fluency			Pronunciation			Grammar			Vocabulary			Final Score
	R	T	Rs	R	T	Rs	R	T	Rs	R	T	Rs	
FD	82	80	81	82	80	81	80	79	79,5	80	81	80,5	80,5
RF	70	72	71	72	70	71	73	70	71,5	72	69	70,5	71
NZ	69	70	69,5	70	73	71,5	73	72	72,5	72	70	71	71,125
JS	82	80	81	80	83	81,5	79	82	80,5	79	81	80	80,75
AY	79	79	79	80	82	81	77	79	78	80	82	81	79,75
NSY	75	79	77	79	80	79,5	75	78	76,5	75	75	75	77
ND	75	79	77	76	75	75,5	75	75	75	72	75	73,5	75,25
ZH	77	76	76,5	75	79	77	75	80	77,5	74	76	75	76,5
AF	79	80	79,5	75	78	76,5	78	76	77	70	78	74	76,75
AL	69	70	69,5	70	73	71,5	73	70	71,5	70	73	71,5	71
WF	80	83	81,5	82	80	81	79	80	79,5	79	78	78,5	80,125
RM	77	76	76,5	76	78	77	77	78	77,5	73	76	74,5	76,375
CL	76	77	76,5	75	74	74,5	72	73	72,5	74	76	75	74,625
SL	78	73	75,5	79	75	77	75	78	76,5	73	70	71,5	75,125
STL	75	74	74,5	73	76	74,5	74	70	72	70	74	72	73,25
SYF	76	79	77,5	76	75	75,5	75	76	75,5	70	75	72,5	75,25
NM	79	80	79,5	79	80	79,5	79	79	79	78	80	79	79,25
SS	70	69	69,5	70	72	71	70	72	71	70	72	71	70,625
LA	73	70	71,5	70	70	70	69	72	70,5	74	70	72	71
VK	82	83	82,5	80	81	80,5	79	82	80,5	79	76	77,5	80,25
ZS	76	76	76	77	74	75,5	74	70	72	76	75	75,5	74,75
AR	74	75	74,5	75	79	77	78	75	76,5	76	77	76,5	76,125
Average													76

The Rater 1   The Rater 2

Pinidya Rohmatul Azizah, S.Pd   Ervi Nurajizah

APPENDIX 5

Scoring Rubric for Speaking Performance

NO	Element	Score	Description
1.	Fluency	100	Able to speak without any hesitant or break in sentence.
		80-99	Hesitates or pauses at one or two sentences but fluency not affected
		60-79	Hesitates or pauses at a few places in a few sentences but fluency is not seriously affected.
		40-59	Hesitation is shown in almost every sentence.
		20-39	Hesitates a lot that message is not very clear, a lot of repetition on of sentences.
		0-19	Shown a lot of hesitation that massage is not clear.
2.	Grammatical	100	Grammar is correct.
		80-99	One or two grammatical errors but meaning is not affected.
		60-79	A few grammatical errors but meanings are not affected.
		40-59	One or two major errors which affect the meaning.
		20-39	Almost every sentence contains grammatical.
		0-19	A lot of grammatical errors are made that meanings of message is not clear.
3.	Pronunciation	100	All words are clearly and correctly pronounced.
		80-99	One or two words are incorrectly pronounced
		60-79	A few are incorrectly pronounced but meaning is not affected.
		40-59	A few words are incorrectly pronounced but meaning is not affected.
		20-39	One or two words which are mispronounced caused meaning is not affected.
		0-19	Most of the words are incorrectly pronounced.
4.	Vocabulary	100	Uses extensive vocabulary
		80-99	Uses varied vocabulary
		60-79	Uses adequate vocabulary
		40-59	Uses adequate vocabulary, some words usage irregularities.
		20-39	Uses limited vocabulary
		0-19	Uses not functional vocabulary

APPENDIX 6

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITES
CYCLE 1

Subject   : **English**
Class/Semester   : **VIII/II**
School   : **MTs S El-Bass Ciamis**

No	Name	The aspects that are observed
		Paying attention on the teacher's explanation.	Asking and answering the questions.	Being Active in Whole Activeness.	Following Teacher Instruction.	Making Notes.
1.	FD	√	√	√	√	√
2.	RF					√
3.	NZ	√			√	√
4.	JS	√	√	√	√	√
5.	AY			√	√	√
6.	NSY	√	√		√	√
7.	ND	√				
8.	ZH	√		√	√	√
9.	AF				√	√
10.	AL		√	√		
11.	WF	√	√	√	√	√
12.	RM					√
13.	CL	√	√		√	√
14.	SL			√	√	√
15.	STL	√	√		√	√
16.	SYF	√	√	√	√	√
17.	NM				√	√
18.	SS				√	√
19.	LA			√	√	
20.	VK	√	√	√	√	√
21.	ZS	√			√	√
22.	AR				√	√
	Total	12	9	10	18	19

Note:

Tick (√) for each positive activity
  - Percentage of students' activities
  6.   The students pay attention of teachers' explanation= 55%
  7.   The students ask and answer question= 41%
  8.   The students are active in class= 45%
  9.   Following Teacher Instruction= 82%
  10.   Making Notes= 86%

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITES
CYCLE II

Subject   **: English**
Class/Semester   **: VIII/II**
School   **: MTs S El-Bass Ciamis**

No	Name	The aspects that are observed				
		Paying attention on the teacher's explanation.	Asking and answering the questions.	Being Active in Whole Activeness.	Following Teacher Instruction.	Making Notes.
1.	FD	√	√	√	√	√
2.	RF				√	√
3.	NZ	√	√	√	√	√
4.	JS	√	√	√	√	√
5.	AY	√	√	√	√	√
6.	NSY	√	√	√	√	√
7.	ND	√	√	√	√	√
8.	ZH	√	√	√	√	√
9.	AF	√	√	√	√	√
10.	AL	√	√	√	√	√
11.	WF	√	√	√	√	√
12.	RM	√		√	√	√
13.	CL	√	√		√	√
14.	SL		√	√	√	√
15.	STL	√	√	√	√	√
16.	SYF	√	√	√	√	√
17.	NM	√	√	√	√	√
18.	SS	√	√	√	√	√
19.	LA			√	√	√
20.	VK	√	√	√	√	√
21.	ZS	√	√	√	√	√
22.	AR	√		√	√	√
	Total	19	18	20	22	22

Note:
- Tick (√) for each positive activity
1. The students pay attention of teaches' explanation= 86%
2. The students ask and answer question= 82%
3. The students are active in class= 91%
4. The students follow teachers' instruction= 100%
5. Making Notes= 100%

APPENDIX 8

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE 1

Cycle: 1
Meet: 1 and 2

No	Activities	Description
		Teacher
1.	Greeting	Teacher started the class by saying "Asssalamualiakum and good morning students".
2.	Introduction	Teacher introduced herself.
3.	Checked the students' attendance	Teacher called the students name one by one and introduced the students name.
4.	Asked the Students' opinion about English Subject.	Teacher asked about the Students' opinion about English especially Speaking subject.
5.	Asked students to open their English book	Teacher asked students to open their English book
6.	Explained about topic.	Teacher explained about Topic.
7.	Explained about Snowball Throwing Technique.	Teacher explained about Snowball Throwing Technique and the step to apply it in Speaking Performance. The steps are: 1) The researcher introduced the snowball throwing technique to them. 2) Researcher told to the students how they dealt with the technique and explained each step in this technique. 3) After that, the researcher applied snowball throwing technique to the students. 4) The researcher guided them in each stage on Snowball Throwing Technique. 5) Then, the investigator asks the students to make a group and explain the step about Snowball Throwing. One group consists of four up to five members. 6) After the students understand how to apply the technique, the researcher asks the leader each to come to front of classroom. 7) Next, the researcher gave the topic about the preposition. 8) The researcher then delivered paper balls to one of the students in each group. 9) Following that, each member of the group created a set of questions for the other group to respond. 10) Following that, the group that receives the ball from another group must answer the questions supplied. 11) Then, the researcher moves around the students to control their activities.

No	Activities	Description
8.	Ask/answer	Teacher asked students about understand or not the explanation of the topic or Snowball Throwing Technique.
9.	Checked the students Understanding about the topic.	Teacher choose students randomly and ask students to check the understanding orally.
10.	End the class	The teacher ended the class with greeting.

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES CYCLE 1

Cycle: 1
Meet: 3

No	Activities	Description
		Teacher
1.	Greeting	Teacher started the class by saying "Asssalamualiakum and good morning students".
2.	Checked the students' attendance	Teacher called the students name one by one
3.	Asked the Students' opinion about English Subject.	Teacher asked about the Students' opinion about English especially Speaking subject.
4.	Gave students Motivation and stimulate the students.	Teacher gave more motivation and provide the game to the students in learning English and told to give credit point to the winner.
5.	Asked students to open their English book	Teacher asked students to open their English book.
6.	Explained about topic.	Teacher explained about Topic.
7.	Explained about Snowball Throwing Technique.	Teacher explained about Snowball Throwing Technique and the step to apply it in Speaking Performance. The steps are: 12) The researcher introduced the snowball throwing technique to them. 13) Researcher told to the students how they dealt with the technique and explained each step in this technique. 14) After that, the researcher applied snowball throwing technique to the students. 15) The researcher guided them in each stage on Snowball Throwing Technique. 16) Then, the investigator asks the students to make a group and explain the step about Snowball Throwing. One group consists of four up to five members. 17) After the students understand how to apply the technique, the researcher asks the leader each to come to front of classroom. 18) Next, the researcher gave the topic about the preposition.

		19) The researcher then delivered paper balls to one of the students in each group.
		20) Following that, each member of the group created a set of questions for the other group to respond.
		21) Following that, the group that receives the ball from another group must answer the questions supplied.
		22) Then, the researcher moves around the students to control their activities.
8.	Ask/answer	Teacher asked students about understand or not the explanation of the topic or Snowball Throwing Technique.
9.	Checked the students Understanding about the topic.	Teacher choose students randomly and ask students to check the understanding orally.
10.	End the class	The teacher ended the class with greeting.

APPENDIX 9

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE II

Cycle: II
Meet: 1 and 2

No	Activities	Description
		Teacher
1.	Greeting.	Teacher started the class by saying "asssalamualiakum and good morning students".
2.	Checked the students' attendance.	Teacher called the students name one by one.
3.	Asked students to open their Opinion after utilizing the snowball throwing technique.	Teacher asked about the Students' opinion after utilizing the snowball throwing technique in Speaking Performance in cycle 1
4.	Gave students motivation and gave the stimulate by using game before explaining the topic.	Teacher gave more motivation to the students in learning Speaking-English and told to give credit point for the students who has been the winner in this stage.
5.	Asked students to open their English book.	Teacher asked students to open their English book.
6.	Explained about the topic.	Teacher re-explained about topic that has been explained in the previous meeting. Then explained about the topic that will be discuss.

7.	Explained and applied about Snowball Throwing Technique.	The steps are: 1) The researcher introduced the snowball throwing technique to them. 2) Researcher told to the students how they dealt with the technique and explained each step in this technique. 3) After that, the researcher applied snowball throwing technique to the students. 4) The researcher guided them in each stage on Snowball Throwing Technique. 5) Then, the investigator asks the students to make a group and explain the step about Snowball Throwing. One group consists of four up to five members. 6) After the students understand how to apply the technique, the researcher asks the leader each to come to front of classroom. 7) Next, the researcher gave the topic about the preposition. 8) The researcher then delivered paper balls to one of the students in each group. 9) Following that, each member of the group created a set of questions for the other group to respond. 10) Following that, the group that receives the ball from another group must answer the questions supplied. 11) Then, the researcher moves around the students to control their activities.
8.	Ask/answer	Teacher asked students about understand or not the explanation of the topic.
9.	Checked the students understanding about the topic.	Teacher gave some question Students did exercise that about the text to know the students understanding after the process of learning finished
10.	End the class	Teacher provided feedback on learning process and teacher ended the class with Greeting.

86

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES
CYCLE II

Cycle: II
Meet: 3

No	Activities	Description
		Teacher
1.	Greeting.	Teacher started the class by saying "asssalamualiakum and good morning students".
2.	Checked the students' attendance.	Teacher called the students name one by one.
3.	Asked students to open their Opinion after utilizing the snowball throwing technique.	Teacher asked about the Students' opinion after utilizing the snowball throwing technique in Speaking Performance in cycle 1
4.	Gave students motivation and gave the stimulate by using game before explaining the topic.	Teacher gave more motivation to the students in learning Speaking-English and told to give credit point for the students who has been the winner in this stage.
5.	Asked students to open their English book.	Teacher asked students to open their English book.
6.	Explained about the topic.	Teacher re-explained about topic that has been explained in the previous meeting. Then explained about the topic that will be discuss.
7.	Explained and Applied about Snowball Throwing Technique.	The steps are: 1) The researcher introduced the snowball throwing technique to them. 2) Researcher told to the students how they dealt with the technique and explained each step in this technique. 3) After that, the researcher applied snowball throwing technique to the students. 4) The researcher guided them in each stage on Snowball Throwing Technique. 5) Then, the investigator asks the students to make a group and explain the step about Snowball Throwing. One group consists of four up to five members. 6) After the students understand how to apply the technique, the researcher asks the leader each to come to front of classroom. 7) Next, the researcher gave the topic about the preposition. 8) The researcher then delivered paper balls to one of the students in each group.

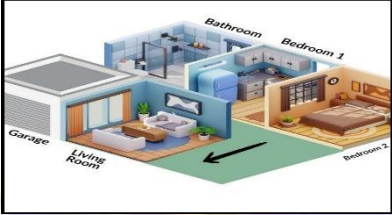| | | 9) Following that, each member of the group created a set of questions for the other group to respond. |
		10) Following that, the group that receives the ball from another group must answer the questions supplied.
		11) Then, the researcher moves around the students to control their activities.
8.	Ask/answer	Teacher asked students about understand or not the explanation of the topic.
9.	Checked the students understanding about the topic.	Teacher gave some question Students did exercise that about the text to know the students understanding after the process of learning finished
10.	End the class	Teacher provided feedback on learning process and teacher ended the class with Greeting.

INSTRUMENT SOAL POST-TEST 1

School   : MTs S El-Bass
Lesson   : English
Class   : VIII

Test-Takers see the following pictures:
Instruction: Please describe the position of the objects above!

Pictures	The Answer
1.	1. The house contains several rooms, specifically the bedroom, kitchen, garage, bathroom, and living room. The kitchen is located between the bedroom and the bathroom. The garage is next to the living room. The bathroom is provided with a closet, shower, and bath tools, etc. The kitchen has many items, such as a fridge, cupboards, and others. On the cupboard, there are plates, spices, cutlery, etc. The 1st bedroom is located between the 2nd bedroom and bathroom. The 2nd bedroom is located beside the 1st bedroom. In the bedroom, there are a cupboard, bed, and others. The wardrobe is in front of the bed and adjacent to the work area. Meanwhile, the living room has a sofa, a table, two flowerpots, and so on. One flowerpot is in the corner of the room and the other is on the left side of the sofa.
2.	2. Inside the house, there are several rooms. These include the bedroom, kitchen and living room. The kitchen is located next to the bedroom. In the kitchen there are many items, such as a refrigerator, cupboards, and others. On the cupboard there are plates, spices, cutlery, and others. The bedroom is between the kitchen and the living room. In the bedroom there are a cupboard, a bed, and others. The cupboard is in front of the bed and next to the work area. Meanwhile, in the living room, there are a sofa, two flowerpots, a table, and others. One of the flowerpot is in the corner of the room.

3.

3. The house contains multiple rooms, specifically two bedrooms, a kitchen, and a living room. Each bedroom has a mattress, wardrobe and others. In one of the bedrooms, there is a clock on the wall. While the other room has a flower vase. Next, the kitchen is located next to the bedroom. The kitchen has many items, such as a refrigerator, cupboards, and others. On the cupboard, there are plates, spices, cutlery, etc. The 2nd bedroom is located between the kitchen and the 1st bedroom. The 1st bedroom is placed between the 2nd bedroom and the bathroom. In the 2nd bedroom, there are a cupboard, bed, and others.

4.

4. The house comprises various areas, such the bedroom, garage, and living room. In the bedroom there are a mattress, drawers, pictures, wall clocks and others. The wall clock and pictures are on the wall. While in the living room there are 2 sofas, table, carpet and 2 flowerpots. In the picture of the living room there is a table located on the carpet and between 2 sofas. On the sofas there are 2 pillows. One of the flower vases is located in the corner of the room and the other flower vase is located beside the sofa.

5.

5. In this house, there are several rooms: two bedrooms, a dining room, a living room, a bathroom and a kitchen. Each bedroom is equipped with a mattress, pillows and pictures. In the living room, there are three sofas, a table, and a carpet. In the picture of the living room, you can see the table located on the carpet and between the two sofas. On the sofa, there are two pillows. In addition, there is a television mounted on the wall, with a desk underneath. The dining room is located next to the 1st bedroom and the living room. Inside the dining room, there are six chairs and a table. On the table, there are foods and drinks. There are two vases of flowers in the corner and a painting on the wall. The bathroom is next to the bedroom.

TEST INSTRUMENT POST-TEST 2

School   : MTs S El-Bass
Lesson   : English
Class   : VIII

Test-Takers see the following pictures:
Instruction: Please describe the position of the objects above!

Pictures	The answer
1.	In the picture above, there are several buildings such as a school, hospital, museum, church and bus station. The school building is located in front of to the. In addition, the school is also across the bus station. The church is located next to the hospital and behind the school. The museum is in front of the hospital and next to the school. In addition, the museum is also located opposite the bus station.
2.	In the picture above, there are several buildings such as a bank, salon, bakery, cafe, market and pharmacy. The bank is located next to the salon, while the bakery is between the cafe and the salon. The market for shopping is located to the right of the pharmacy. In addition, we can buy medicine at the pharmacy located between the café and the market.
3.	In the picture above, there are several buildings. Among them are Bob's Shop, Bank, City Hotel, Bookstore, Church, Museum, School, and Post Office. Bob's Shop is located next to the bank, while the bank is between Bob's Shop and City Hotel. City Hotel itself is between the bookstore and the bank. Around this area are also a church and a museum, with the museum located between the church and the school. The school is a short distance away, while the post office is located in front of the mall.
4.	In the picture, there are several buildings such as a fire station, police station, post office, cinema, café, restaurant and bus stop. The fire station is located next to the police station, while the police station is between the fire station and the post office. The cinema is located opposite the post office and next to the bus stop. The café is opposite the cinema. Around these buildings, there are many vehicles such as buses and cars.

5.

In the picture, there are various buildings and facilities close to each other. The school is located next to the park and opposite the museum. The park is between the school and the fire station. The restaurant is next to the hotel, while the supermarket is between the museum and the hospital. The hospital is next to the supermarket and opposite the swimming pool, and opposite the fire station. In addition, the swimming pool is located opposite the hospital, and the police station is next to the swimming pool. All these elements create an organised atmosphere and facilitate easy access to the various facilities needed.

Appendix 11
Transcript of Interview
A. Affective Factors
  a) Motivations

1   1. Researcher: What factors contribute to your interest and motivation in
2   acquiring speaking skills?
3   Student: I feel interested by the opportunity of developing proficient
4   speaking skills since it will enable me to effectively articulate ideas
5   and enhance my self-confidence and to future career because English
6   is still national language till now. (s1, s2, s3, s6, s7, s8, s9, s11, s10,
7   s11, s13, s14, s15, s16, s17, s18, s19, s20, s22).
8   Student: Viewing other people who attend a different educational
9   institution, I notice that they exhibit a sense of fluency and self-
10   assurance when conversing in English (s12, s21).
11   Student: In order to appear cool or graceful. (s4).
12   Student: I desire to acquire the ability to communicate fluently in English
13   due of my father's proficiency in the language. If my father asks me
14   a question, I can provide an answer. (s5).
15   2. Researcher: Are you interested in acquiring the skill of conversing with the
16   Snowball technique? For what reason?
17   Students: "Yes, I am motivated to learn how to speak utilizing the
18   technique of the snowball. I can practice my speaking with
19   this way and the Snowball Technique is an enjoyable, and
20   pioneering technique for acquiring speaking skills" (s1 s6,
21   s8, s7, s9, s14, s16, s17, s15, s12, s4, s10, s13, s19, s20,
22   s21, s22,).
23   Students: "I lack the necessary motivation to acquire proficiency
24   in speaking through the utilisation of the Snowball
25   technique. Because I still not confident when I'm speaking
26   in front of the people". (s5, s11, s18, s3, s2).
27   3. Researcher: Have you encountered any experiences that have served as
28   motivation for your pursuit of language acquisition? The experience
29   could be either positive or derived from external sources that inspire.
30   Please provide further clarification or specific details for me to
31   explain.
32   Student: "I get inspiration from my public figure/other people
33   who is very fluent in speaking English". (s1, s7, s9, s4,
34   s10, s16, s17, s21).
35   Student 15: "I get motivation from the success stories of famous
36   people who overcame their fear of public speaking and
37   eventually became very influential speakers". (s15).
38   Student: "When I saw that my classmates/senior could speak and
39   understand foreign languages, I was motivated to learn
40   foreign languages, and my school happened to have
41   foreign language extracurricular activities". (s2, s8, s6,
42   s10, s14, s19, s20).

43   Student: "I haven't had any experience to increase my motivation,
44   and I only motivate myself to always learn English and
45   support from my family". (s3, s11, s12, s13, s18, s22).
46   Student: "The occasion when my father asked to communicate in English at
47   home". (s5).
48 4. Researcher: How can you encourage your peers to engage in speaking class
49   to be more active?
50   Student: "Providing support and encouragement for them when
51   they dare to actively participate in activities provided by
52   the teacher". (s3, s2,).
53   Student: "Helping and motivation to individuals when they have
54   the bravery to actively engage in activities facilitated by
55   the instructor". (S1, s5, s6, s7, S10).
56   Student: "Provide advice to peers and offer invites to them". (s8,
57 s16, s21).
58   Student: Give them support (s11, s12, s15, s17, s18, s19, s20,
59 s22).
60   Student: "Providing positive reinforcement and support". (s13).
61 5. Researcher: How do you feel about the teacher's snowball technique for
62   instruction for speaking lessons? Are you satisfied and joyful?
63   Student: "Yes, I enjoy". (s21, s22, s16, s18, s19, s13, s15, s10,
64   s11, s12, s7, s8, s9, s4, s5, s1, s2, s3).
65   Student: "I don't enjoy it as much". (s21, s17, s14, s6).

b) Self-esteem

66 1. Researcher: How can you boost the self-esteem when giving a speech in
67   front of the class?
68   Student: "Provide support and praise to yourself". (s1, s3, s9, s10, s12, s13,
69   s14, s16, s19, s22).
70   Student: "Accept opinions and the suggestion from others". (s6,
71   s7).
72   Student: "I will start by preparing myself as well as possible to be
73   more confident". (s15, s16, s18, s20).

c) Feeling Toward Topic

74 1. Researcher: Do you like speaking subjects?
75   Student: "I like speaking subjects". (s20, s19, s13, s14, s10, s7,
76   s4, s5, s6, s1, s17, s11, s9).
77   Student: "I also disliked speaking subjects. I don't feel confident
78   in my English-speaking skills". (s21, s22, s18, s8, s2).
79   Student: "I liked it less". (s16, s15, s12, s3).
80 2. Researcher: Do you have greater enthusiasm for the teacher's presentation
81   of the speaking content in class? Why?
82   Student: "Yes, I feel more enthusiastic about the speaking class material
83   delivered by the teacher. Our teacher has an interesting way to teach
84   the material". (s1, s2, s4, s5, s6, s7, s9, s10, s13, s14, s15, s19).

85	Student: Although I don't always feel enthusiastic in every speaking class, I
86	appreciate our teacher's efforts to make learning more interesting and
87	relevant to us. (s3, s8, s12).
88	Student: "A little bit feels enthusiastic. because I have difficulty speaking
89	English and feel nervous. However, if the teacher uses fun
90	techniques, I am enthusiastic about following the learning process"
91	(s11, s16, s17, s20, s21, s22).

85 Student: Although I don't always feel enthusiastic in every speaking class, I
86 appreciate our teacher's efforts to make learning more interesting and
87 relevant to us. (s3, s8, s12).
88 Student: "A little bit feels enthusiastic. because I have difficulty speaking
89 English and feel nervous. However, if the teacher uses fun
90 techniques, I am enthusiastic about following the learning process"
91 (s11, s16, s17, s20, s21, s22).

92 3. Researcher: Do you have challenges in comprehending the spoken content
93 delivered by the instructor?
94 Student: Yes, I have challenges in comprehending the speaking
95 material such certain components of speaking content are
96 difficult for the pupils, such as learning new vocabulary,
97 adhering to complex sentence structures or imitate the
98 pronunciation. (s22, s10, s9, s3 *s4, s2,*).
99 Students: The challenge is how the teacher delivers the speaking
100 content". (s21, s20, s17, s19, s11, s1).
101 Student: Feeling nervous not confident. (s15, s14, s13, s7, s6).
102 Student: I think it was a bit difficult. Because it takes me quite a
103 long time to process and give myself understanding. (s12,
104 s8, s5, s16).

105 4. Researcher: How does the teacher present the material in class?
106 Student: "Teachers sometimes utilize a variety of learning, media,
107 games, technique and interactive strategies". (s5, s4, s1,
108 s2, s3, s7, s9, s10, s11, s13, s12, s15, s16, s21, s20).
109 Student: "I find the teacher's method of presenting the content in
110 class unsatisfactory as it heavily relies on lengthy lectures.
111 I prioritize engaging students in the learning process and
112 offering them ample learning chances". (s8, (s17, s19)
113 Student: "I feel that the teacher is too fast in delivering the
114 material in class and does not provide depth explanation,
115 so it is difficult for me to follow along properly". (s6, s12,
116 s18, s22).

d) **Self-consciousness**

117 1. Researcher: What happens if someone makes a spoken comparison between
118 themselves and a classmate? Does making the comparison help with
119 speaking skills improvement?
120 Students: "I see comparisons with classmates as a motivating
121 challenge". (s1, s4, s5, s6, s8, s9, s10, s13, s2, s6, s7, s11,
122 s14, s15, s19, s21, s20).
123 Student: I consider comparisons with classmates as an
124 opportunity to learn. But sometimes the comparison
125 makes me a little less confident although I will use it as
126 motivation. (s3, s22, s12, s17, s18).).

2. Researcher: What feelings do you experience when you are required to address your classmates or teacher? Are you experiencing feelings of nervousness or anxiety? For what reason?

Student: "I am feeling a little nervous. For fear of making mistakes in front of peers or teachers". (s20, s21, s16, s18, s10, s9, s4, s2).

Student: "I often feel nervous when I have to speak in front of my classmates or teachers. I worry about making mistakes or not being able to convey my ideas well. (s17, s19, s14, s8, s1, s3).

Student: "I feel nervous and anxious whenever I have to speak in front of classmates or teachers, I feel scared to perform well and afraid that I will lose my words". (s22, s13, s15, s11, s12, s5, s6).

Student: "In fact, I experienced a slight sense of unease. Due to my fear of committing an error in my spoken expression." (s7).

3. Researcher: Do these feelings of self-consciousness affect your involvement in verbal activities during class? If such is the case, what is your approach for managing them?

Student: "Self-consciousness affects class speaking activities, as fear of mistakes or mockery can hinder participation. To overcome this, individuals believe their friends are still learning and seek help to improve". (s1).

Students: "Self-consciousness can sometimes hinder participation in class speaking activities, but understanding and effort are made, supported by friends". (s3, s2, s5, s6, s9, s11)

Student: "Occasionally, the sensation of self-consciousness causes me to pause when it comes to engaging in verbal activities during class. Nevertheless, I endeavour to cope with it by adequately equipping myself." (s4, s8, s7).

Student: Sometimes nervousness can make me hesitate to speak in front of the class. But I still must follow the activity so that my speaking skills in English will improve. (s10, S13).

Student: Yes, self-consciousness sometimes makes me reluctant to participate in speaking activities. But I must force myself to engage in the activities. (s12, s19, 21, s20)

Student: Feelings of self-consciousness often make me hesitate to participate in speaking activities in class. I feel worried about the judgement of others and this hinders my ability to speak confidently. To overcome this, I try to focus on the material I am going to deliver and remind myself that every mistake is part of the learning process. (s14, s15, s17, s18, s22).

172   4. Researcher: What are effective tactics for dealing with anxiety when
173   required to address students in a public setting?
174   Student: "When I'm speaking in front of people, I tell myself to
175   enjoy myself and be calm as if all the people who are
176   looking at me don't exist". (s1, s3, s4, s6, s8, s10, s20,
177   s22).
178   Student: "Performing something you choose involving the
179   movement of a body part or manipulating an object, such
180   as a pen". (s7, s11, s12, s14, s15, s21).
181   Student: "Calming myself before speaking by taking a breath and
182   focusing on what I have prepared to say". (s13, s18, s17,
183   s9, s16, s19).
184   Student: "When I'm speaking in front of people, I'll keep looking
185   at my closest friend to calm down". (s2, s5).
186

B. Cognitive Factor

187   1. Researcher: What the strategy do you employ to deal with challenges in
188   comprehending the topic matter?
189   Student: "When facing difficulties in understanding the material,
190   I usually take the time to review the difficult material".
191   (s20, s18, s1)
192   Student: "One of the strategies I use is to ask for help from the
193   teacher and then classmates if I still don't understand".
194   (s21).
195   Student: "Ask the teacher when the teacher finishes delivering the
196   material or at the end of the lesson". (s17, s19, s13, s15,
197   s12, s7, s4)
198   Student: Focus on paying attention to the teacher who is
199   delivering the material. If I still don't understand then I
200   will ask the teacher directly to re-explain". (s14, s10, s2)
201   Student: "Asking a friend directly". (s5, s22, s16, s11, s8, s9, s6,
202   s3)
203   2. Researcher: What is your opinion on the effectiveness of group talks or
204   collaborative teamwork in comprehending the topic matter?
205   Student: In my opinion, group discussion or working in teams is very
206   important to understand the subject matter better. In group
207   discussions, we can share our opinions and we can help and support
208   each other. (s1, s2, s3, s4, s5, s6, s7, s8, s9, s10, s11, s12, s13, s15,
209   s17, s18, s19, s20, s22)
210   Student: I prefer to study alone. (s14, s16, s21)
211   3. Researcher: How do you evaluate your comprehension of the educational
212   content?
213   Student: "By doing the question with the correct answer and
214   respond the teacher". (s17, s13, s15, s11, s12, s6, s5, s20,
215   s22, s8, s9, s4, s2, s3).

216	Student: "When I can explain the material to a friend who is
217	struggling to understand it. (s16, s14, s10, s7, s1)
218	Student: "Comparing one's own progress from the previous one".
219	(s18).
220	Student: "When I don't ask anyone including teachers and
221	friends". (s19, s21).
222	4. Researcher: Do you possess adequate expertise to provide a response to the
223	speaker?
224	Student: "I don't have enough knowledge yet. But I try to be active and
225	deepen my knowledge by actively studying in class (s17).
226	Student: "I felt that I had enough knowledge to respond to the speaker" (s7,
227	s4, s10).
228	Student: "I felt less confident because of my little knowledge of English"
229	(s9, s8, s6, s3, s11, s12, s13, s15, s14, s18, s19, s21, s22 s1, s2, s16,
230	s20).
231	

C. Performance Conditions

232	1. Researcher: To communicate in English, do you need time?
233	Students: The speaker acknowledges the need for time to improve their
234	English-speaking skills, the students believe fluency requires careful
235	vocabulary selection, thought articulation, and grammar usage. They
236	also take time to prepare and think about sentences, despite not being
237	their native language. (All students).