

**THE INFLUENCE OF USING SNOWBALL THROWING METHOD IN
INCREASING THE FIRST YEARS STUDENTS IN MASTERING
QUESTION TAG AT MTSS GEUDUBANG ACEH**

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STATEMENT OF APPROVAL

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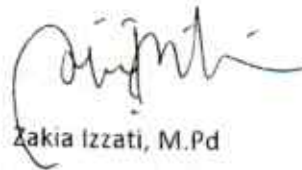
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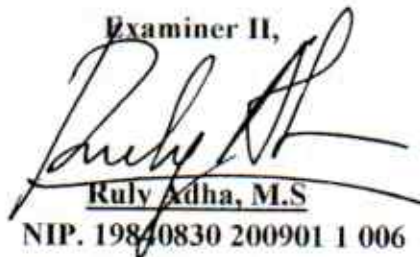
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ABSTRACT

Nanda Yuliani, 2021 “THE INFLUENCE OF USING SNOWBALL THROWING METHOD IN INCREASING THE FIRST YEARS STUDENTS IN MASTERING QUESTION TAG AT MTSS GEUDUBANG ACEH”

This research aimed at finding out the influence of teaching question tag using snow ball throwing method at MTsN Geudubang Aceh. The research questions of this research was: “Did the use of the snowball throwing method influence the first year students’ ability in mastering questions tags at MTsN Geudubang Aceh?” The objective of the research was to know whether the use of snowball throwing method influence the first year students’ability in mastering question tags at MTsN Geudubang Aceh. The research applied quasi-experimental design with non-equivalent control group design. The population of this research was the first grade student of MTsN Geudubang Aceh which consisted of 40 students. The sample of this research was taken by using purposive sampling technique which consisted of 40 students with 20 students in experimental class and 20 student in control class. The data were taken trough pre-test and post-test. The result of the data indicated that there were significant differences between students’ post-test in experimental class and control class. The mean score of post-test (65) in experimental class was higher than the mean score of post-test (32) in control class. The gained score of experimental class was also higher than in control class. The standard deviation of post-test (16.46) in experimental class was higher than the standard deviation of post-test ini control class (14.08). from t-test, the researcher found that the value of t-test (3.04) was greater than t-table (2.024) at the level of significance (α) = 0.05 with degree of freedom (df) = $(N1 + N2) - 2 = (20 + 20) - 2 = 38$. Based on the findings and discussions of this research, the researcher was able to conclude that using snow ball throwing method is influence in teaching question tag at the first grade students of MTsN Gedubang Aceh.

Keyword : Snowball Throwing method, Grammar, Question Tag.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is used almost exclusively as an international language. As stated by Facchinetti et al said that Nowadays, English is a very Influential language worldwide. It is a language that moat people from different language backgrounds generally use in their communication as a global lingua franca.¹ There are four skills in learning language that must be mastered, that is listening, reading, speaking, and writing. Those four skills have to be supported by language compenent such as : phonology, grammar, and vocabulary. Each of the language skill has a relationship each other.

In studying English, student have to focuses on patten practice and learning grammar points, reminding students that English is a tool for communication and giving them the chance to do some more practical activities, the activities can provide a welcome break and even impart some useful skills. Grammar is the set of rules that describes how words and groups of word can be arranged to form sentences in a particular language.² The success of learners in acquiring their second language is influenced by some factors, one of them is the grammatical mastery of the target language. It means that the grammatical aspect

¹ Facchinetti et al From International to Local English-And Back Again. (Switzerland : Peter Lang, Inc, 2010), 79

² Ron Cowan. The teacher's grammar of English. (New York: Cambridge University Press, 2008), 03

becomes one of the essential requirements for people, in this case, for Indonesian Learners.

Learning grammar seem a big burden for some students. Students must recorgnize, memorize rule and create correct sentence. To make students motivated and enjoyable to study grammar, the teacher should think creatively how the subject can be learnt well and make them interested in learning.

Tag question is one of topic in learning (question tags) are short interrogatives clause that follow declaratives and turn them into questions³. Tag questions repeat the subject and auxiliary (inserting do if there is none) of the declarative, but with inversion and a change from positive to negative or vice versa.

For example:

You saw them, didn't you?

You didn't see them, did you?

The tag can either have falling intonation, which indicates that the speaker is merely seeking confirmation of the declarative clause, or rising intonation (like a normal yes/no question), which indicates that the speaker is not sure of the answer.

English structure also has an important role in uderstanding when one communicates with others. They will be able to communicate in English well if they know to conruct sentence correstly. Grammar cover tenses, word order, modals, conditional sentence and other structure items. Question tag is one of the

³ Roger Berry, English Grammar: A Resourch Book for students (London: Routledge, 2021), 120.

topics that should be taught in the first term in the second year of junior high school.

The reason of the the researcher chose question tag as the subject of this research is based on the primary study. From the first observation, there are a lot of student who often make errors in this case. To make students' become more interesting and enjoyable, in learning tag question, the teacher can use interesting strategy in the teaching learning process. So she chooses snowball throwing method to increase students' motivation in learning question tag, because she thinks that it can motivate them to be more active and also to encourage the students to learn seriously on question tag. The use of snowball throwing is used to implement cooperative learning in the teaching English.

The cooperative learning method can make the students become more active involved in learning, for instance, an instructional technique that uses small, heterogeneous groups of students working together toward achieving a common goal. It means that cooperative learning not only students working in groups, but also reading the goal of learning. Cooperative learning involves five key components: positive accountability, social skill development, and group processing⁴.

The cooperative learning method facilitates not only academic learning but also social skill from social learning activity in class such as work in pair. There are many techniques to improve the cooperative learning method, one of them is snowball throwing. This cooperative learning strategy is helpful for

⁴ Vassiliki I. Zygouris-coe. *Theaching Discipline-Specific Literacies in Grades 6-12 Preparing Students for College, Career, and workforce Demands* (London: Routledge, 2015), 309

reviewing information, summarizing and bally expressing facts and information, and interacting with peers. Every student is accountable for not only learning material but also explaining it to another students⁵ . Each of a group elected chairman of the group to was put in charge of a theacer and each pupil makes inquiries formed like a (paper questions) then be thrown into the pupil other each pupil answering questions from the ball is obtained. With this technique, students will not only improve thir understanding about the material but also increase their activity.

From the explanation above, it supposed to be the way of teaching in studying this topic which leads the research which is entitled “The Influence of Using Snowball Throwing Method in Increasing the First Students in Mastering Question Tag at MTsS Geudubang Aceh”.

B. Problem of Study

The researcher formulated a research question, namely did the use of the snowball throwing method influence the first year students’ ability in mastering question tags at MTsS Geudubang Aceh?

C. Objective of Study

The objective of the research was to know whether the use of snowball trowing methos influence the first year student’s ability in mastering question tags at MTsS Geudubang Aceh.

⁵ Marilee Sprenger *Writing the Brain for Reading: Brain based Strategies for Teaching Literacy* (New York:John Wiley & Sons, Inc, 2013), 129

D. Significance of Study

The significance of the research is: Theoretically, this researcher believes that the students will be motivated to learn question tag by using snowball throwing as method so that they can increase and improve their ability in grammar content. Practically, this research snowball throwing can give variations for other teachers in designing their teaching especially in mastering grammar method and it can help the student to solve their problems in mastering English grammar.

E. Hypotheses

Hypotheses of the research are:

1. (Ha) : The use of snowball throwing method influenced the first year students' ability in mastering question tags at MTsS Geudubang Aceh.
2. (Ho) : The use of snowball throwing method did not influence the first year students' ability in mastering question tags at MTsS Geudubang Aceh.

CHAPTER II

REVIEW OF LITERATURE

A. Language Teaching

Teaching a language is a scientific process to give knowledge of language to the students in order that the students are able to communicate in written and spoken form with one another. Language is undoubtedly central to the learning process. Almost all teaching and learning takes place using the medium of language, written and spoken¹. However, its importance and impact on student learning of science is often somewhat neglected. There are good ways and bad ways to teach a language. Part of the teachers' responsibility is to update their skills as often as possible to reflect current ways of teaching and to have the most positive impact on the students.

Teacher must have ability to teach, and one of ability is to face students who have different characters, capabilities and desires. Teaching should be able to accommodate all the wishes of their students. There are some definitions of teaching according to some experts, one is from Moon etc explain that teaching is acting so as deliberately and directly to facilitate learning². From this definition teaching is a process in learning activities so .that students understand what they receive in the lesson and understand the material presented by the teacher to create the purpose of the learning.

¹ Peter Atkins, Chemistry Education - Best Practices, Opportunities and Trends (Germany, Wiley-VCH Verlag GmbH & Co.), 428.

² Bob Moon, Ann Shelton Mayes, and Steven Hutchinson, Teaching, Learning and the Curriculum in Secondary Schools (London: The Open University), 124.

In foreign language teaching as accurate to understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages.

The Grammar of language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaning units³. Every language has its own distinctive grammar and people who speak a language from early childhood onward intuitively understand its structure in much greater detail.

Grammar positively affects learners' competence to use grammatical structures accurately in language teaching skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar in language teaching will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar in context will help learners to acquire nature of the language which will facilitate their understanding of the language.

³ Jeffrey Coghill and Stacy Magedanz, *English grammar* (New York: Wiley Publishing, inc), 15.

1. Definition of Teaching

Brown states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning⁴. It can be means that teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Teaching is organizing an activity or setting the environment as well as possible and connecting with the child, resulting in a process of learning. Brown states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown classifies learning into some components as follow⁵:

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Education, Inc A11,2000), 7.

⁵ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Pearson Education, Inc A11,2000), 8.

It could be stated that teaching is an effort to create a conducive condition for ongoing learning activities for students.

Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things. When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill.

2. Definition of Language Teaching

Language education includes the teaching and learning of a language. It can include improving a learner's native language; however, it is more commonly used with regard to second language acquisition, that is the learning of a foreign or second language, and that is the meaning that is treated in this article. As such, language education is a branch of applied linguistics.

Methodology in language teaching is closely related with learning strategies. According to Marion, he explained that the origin of the word is Greek; *strategia* refers to the office of the general. Strategy is science and art, and it involves three components: resources, understanding of a situation, and a goal⁶. From these three components the strategic plan is derived. Strategy addresses uncertainty, irreversibility, and flexibility. The cornerstones of real option analysis are uncertainty, irreversibility, and the managerial flexibility to respond to future changes.

⁶ Marion a. Brach, *Real Options inpractice* (Canada; John Wiley & Sons, Inc, 2003), 214.

From the definition, strategy involves plan and skillful ways to get a particular thing. Learning strategies are mental steps or operation that learners use to learn a new language and to regulate learning strategies as learning process that are consciously selected by the learners. They are complex procedures that individuals apply to tasks. Consequently, they may be presented as procedural knowledge that may be acquired through cognitive, associative, and autonomous stages of learning.

The condition needs teachers who teach effectively. Being an effective teachers today involves skills that it did in the past. Linda said that teachers today are more highly educated than in the past⁷. Effective teachers have much in common with effective learners. They also build theories, make guesses based on these theories, reflect on the results, and so learn. Teachers are also encountering different attitudes among their students, and are also being indirectly influenced by the power within their own families. In terms of his relationship with the students, a teacher has roles as controller, facilitators, motivator, and reflective practitioners.

B. Snowball Throwing Technique

The technique of snowball throwing is one of the active learning method for the direct attention of learners to the material presented. Moreover, Snowball technique allowed students to think about their own responses to issues and to begin a collaboration process with those around them to consider their thoughts on

⁷ Linda Dyer, *Critical Thinking for Business Studetns* (Canada, Captus Prss, 2006), 23.

the same question and the technique is creative and fun. This technique is a way of presenting learning materials in which students are formed into heterogeneous groups.⁸In short, this learning method makes the students to be active, creative, effective and fun. To shape the understanding of Snowball Throwing Technique, in the following section the researcher would explain about: the definition of Snowball Throwing Techniques, Snowball Throwing Techniques Excellence, advantages of Snowball Throwing Technique, implementation steps Snowball Throwing Technique, question tags, and test of question tags.

1. Definition of Snowball Throwing Techniques

Cooperative learning type Snowball Throwing is a lesson the manner of presentation material your students formed in some groups being heterogeneous then each of a group elected chairman of the group to was put in charge of a teacher and each pupil makes inquiries formed like a (paper questions) then be thrown into the pupil other each pupil answering questions from the ball is obtained.⁹Snowball Throwing technique as a way in teaching learning speaking in the form question and answers through play and throw snowball ingroup to other group or in group individually.

Based on the definition of the researcher, Snowball throwing is a learning technique question tags as an attempt to facilitate the students inserts the topic to avoid students less active in question tags.

⁸ Sofyan A. Gani. The Effectiveness of Snowball throwing Technique in Teaching reading comprehension. Proceedings of The 1st national Conference on Teachers' Professional Development (yunisrina.q.yusuf@unsyiah.ac.id)

⁹ Genndy Amanu Mulyadi. The Implementation of Cooperative Learning type snowball Throwing In Accounting education To Improve Student Learning Independece class X Ak 1 Klaten 2015

2. Advantages of Snowball Throwing Technique

There are many advantages of using snowball throwing technique in the classroom; they are as follows:

- a. Snowball Throwing is advantageous in bringing students to the situation where they can understand not only the text for preparing to ask and be asked in the teaching and learning process
- b. Students become attentive in reading the text and try to prepare themselves the questions as best as they can.
- c. Snowball Throwing focuses on involving the students to work in groups and gives chances to them to construct some questions based on the task or reading text given by the teacher. As a consequence, students not only think, write, ask questions and talk but they also do physical activities, that is, rolling papers and throw them to other students. Furthermore,
- d. Snowball Throwing can be used as a grouping strategy or as a way of having students assume responsibility for randomly assigned parts of a larger body of information¹⁰

3. The Implementation of Snowball Throwing Techniques

There are some steps of implementation Snowball Throwing Technique in the classroom; they are as follows:

- a. Teachers deliver the material to be presented
- b. Teachers form groups and call each group leader to give an explanation about the materials

¹⁰ Yunisrina Qismullali Yusuf, *The Effectiveness of Snowball "Throwing Technique in Teaching Development, Reading Comprehension*, *Journal International The 1st National Conference of Teachers' Professional Development, 2017.

- c. Each group heads back to their own group, and then explain the material presented by the teacher to his friend and discuss the matter
- d. Teachers provide one sheet of paper to each student in the group, then the students are asked to write a question related to the material that has been described by the chairman of the group.
- e. The paper containing the questions made like a ball.
- f. The teacher asks students to throw from one student to another student. (time throwing can be adjusted with music or singing); students the opportunity to students to answer questions that are written in the form of paper ball alternately got one ball/one question given.

C. Question Tag

1. The Definition of Question Tag

The definition of a Question Tag generally is a question added at the end of a sentence, speaker use question tag chiefly to make sure their information is correct or to seek agreement. Question tags are the small questions that often come at the end of sentences in speech, and sometimes in informal writing. He also states that question tag has various form, meaning, and uses.

According to Xiao and McEnery: In a tag question, the statement and the question tag usually have opposite polarities. Specifically, there are three types of tag questions in terms of polarity: (a) a positive statement followed by a negative tag; (b) a negative statement followed by a positive tag; and (c) a positive statement followed by a positive tag. Of these, type (a) is the most common and is roughly twice as frequent as type (b) while type (c) only occurs occasionally.¹¹

¹¹ Richard Xiao and Tony McEnery. *Corpus-Based Contrastive Studies of English and Chinese* (New York: Routledge), 120.

In a tag question, the statement and the question tag usually have opposite polarities. Specifically, there are three types of tag questions in terms of polarity: (a) a positive statement followed by a negative tag; (b) a negative statement followed by a positive tag; and (c) a positive statement followed by a positive tag. Question tags are the small questions that often come at the end of sentences in speech, and sometimes in informal writing. He also states that question tag has various form, meaning, and uses.' tags are questions formed by adding a tag consisting of finite subject (combined with positive or negative polarity) to an other wise declarative mood clause.

1. a. Well, now he's going to, isn't he?
 b. Drunk driving wasn't it?
2. a. I can't be waiting for you all night, now, can I?
 b. Not too much, is it?
3. a. Your coffee break lasted until nearly three o'clock in the morning
 then, did it?
 b. So we're making a movie, are we.
 c. let's go and have a look then, shall we?

The tag has always has different polarity from the rest of the clause. Such questions normally expect that the information will be confirmed. If the tag is combined with falling intonation, this expectation is even stronger than if it is combined with rising intonation. Note that there is an exception to the rule that tag picks up the finite form of the main clause. This is when the finite is am. The negative tag is not am n't I, as one might expect, but aren't I.

Normally we use negative question tag after a positive sentence⁵. Form:
auxiliary verb + subject

- a. If the auxiliary verb in the sentence is positive, the tag is negative.

You are Spanish, aren't you?

- b. If the auxiliary verb in the sentence is negative, the tag is positive.

You're not Spanish, are you?

- c. Inhere is no auxiliary verb in the sentence, we use do¹⁶.

You live in Spain, don't you?

2. The Uses of Question Tag

There are two different ways that English forms yes-no questions: yes-no questions and tag questions¹². Here is an example of each:

1. Yes-no question: Are you ready to go?
2. Tag question: You are ready to go, aren't you?

Since tag questions always involve negatives, we will postpone dealing with them until the next section on negatives. The basic characteristic of yes-no questions is that the subject and verb are inverted. In a statement, the normal word order is subject _ verb. In yes-no questions, the subject and verb have been inverted so that the word order is verb subject. Here are some more examples with the subject in italics and the verb in bold:

Example

Statement

We **should** call them

Inverted yes-no question

Should we call them?

¹² Mark Lester, *English Grammar Drills* (New York: Mc Graw Hill, 2009), 216.

Bill **is** sick.

Is Bill sick?

The use of the question tag that if the main clause is negative, the tag is affirmative; if the main clause is affirmative, the tag is negative. Do not change the tense. Use the same subject in the main clause and the tag. The tag must always contain the subject form at the pronoun. The statement containing word such as neither no (adjective), none, no one, nobody, nothing, hardly, ever, seldom, are treated as negative statements and followed by an ordinary interrogative tag.

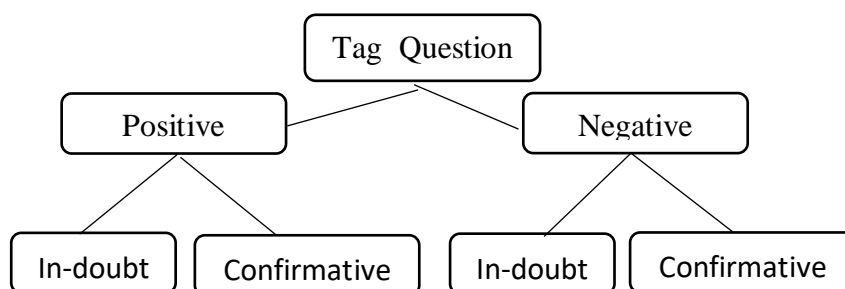
The basic structure of question tags:

(+) positive statement,	(-) negative tag?
Snow is white,	isn't it?
(-) negative statement	(+) positive tag
You don't like me,	do you?

A tag question always appears (following a comma when written) as the sole interrogative element in an otherwise non interrogative sentence¹³. This means that a tag question's purpose is to get the listener to confirm or deny what the speaker has just stated in the (non interrogative) "assumption" part of the sentence.

There are four types of combinations involving assumptions and tag questions. Two combinations contain in the assumption positive statement verbs and thus have positive assumptions, but the other two combinations contain again in assumption:

¹³ Richard V. Teschner and Eston E. Evans. *Analyzing the grammar of English* (USA: Georgetown university press, 2007), 66.



The assumption negative statement verbs and thus have negative assumptions. If the tag itself is spoken with a rising intonation, the speaker is actually in doubt as to how the tag will be answered. But if the tag is spoken with a falling intonation, the speaker fully expects that the tag will elicit a confirmative response in which the respondent will agree with the speaker's assumption. In the tree and in the two subsequent tables, we will outline the four types of tag questions in schematic form, then exemplify and explicate each.

Look at these examples with positive statements¹⁴:

Negative statement [+]				Positive Tag [+]			
Subject	Auxiliary		Main verb			Auxiliary	Personal Pronoun (same as subject)
It	is	n't	raining	are	n't	You?	
We	have	never	seen		that,	have	We?
You	do	n't	like		coffee	do	You?
They	will	not	help			will	They?
They	will	n't	report		us	will	They?
I	can	never	do		It right	can	i?

¹⁴ Tag Question [http:// www. Englishclub. Com/ grammar/verbs- question ta. Htm](http://www.Englishclub.Com/grammar/verbs-question.ta.Htm). Accessed March 15, 2019

We	must	n't	tell		Her,	must	We?
He	should	n't	drive		So fast,	should	He?
You			are	n't	English,	are	You?
Jhon			was	not	there,	was	He?

Positive Statement				Negative Tag [-]			Notes
Subject	auxiliary	Main Verb		auxiliary	Not	Personal pronoun (same as subject)	
you	are	coming		are	n't	You?	
we	have	finished		have	n't	We?	
you	do	like	coffee,	do	n't		
you	do	like		do	n't		you (do) like
They	will	help,		do	n't		wont'= will not
I	can	come,		can	't		
We	must	go,		must	n't		
He	should	try	harder,	should	n't		
You		was	English,	are	n't		
Jhone			three,	was	n't		

Question Tag used to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you

know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- a. You don't know of any good jobs, do you?
- b. You couldn't help me with my homework, could you?
- c. You haven't got \$10 to lend me, have you?

	Imperative + question tag	totes
Invitation	Take a seat, Won't you?	Polite
	Help me, can you?	Quite friendly
	Close the door, would you?	Quite Polite
	Does it now, will you	Less Polite
	don't forget, will you?	With negative imperative only will is possible

3. Intonation in Using Question Tag

1) English question tag can have a rising or a falling intonation pattern. Since normal English yes/no questions have rising patterns (e.g. Are you coming?), these tags make a grammatical statement into a real question:

- a. You're coming, aren't you?
- b. Do listen, will you?
- c. Let's have a beer, shall we?

- 2) English question tags are normally stressed on the verb, but the stress is on the pronoun if there is a change of person.
 - a. I don't like peas, do you?
 - b. Hike peas, don't you?
- 3) The statement it self ends with a falling pattern, and the tag sounds like an echo, strengthening the pattern. Most English question tag have this falling pattern
 - a. He doesn't know what he's doing, does he?
 - b. This is really boring, isn't it?
- 4) Sometimes the rising tag goes with the positive to positive pattern to create a confrontational effect:
 - a. He was the best in the class, was he? (Rising: the speaker is challenging this thesis, or perhaps expressing surprised interest)
 - b. He was the best in the class, wasn't he? (Falling: the speaker holds this opinion)
 - c. Be careful, will you? (Rising: expresses irritation)
 - d. Take care, won't you? (Falling: expresses concern)
- 5) Sometimes the same words may have different patterns depending on the situation or implication.
 - a. You don't remember my name, do you? (Rising: expresses surprise)
 - b. You don't remember my name, do you? (Falling: expresses amusement or resignation)
 - c. Your name's Mary, isn't it? (Rising: expresses uncertainty)

- d. Your name's Mary, isn't it? (Falling: expresses confidence)
- 6) It is interesting that as an all-purpose tag the London set-phrase *innit* (for "isn't it") is only used with falling patterns:
- a. He doesn't know what he's doing, *innit*?
 - b. He was the best in the class, *innit*?

On the other hand, the adverbial question tag (*alright? OK? etc.*) are almost always found with rising patterns. An occasional exception is surely.

D. Previous Study

There were some previous studies which discussed about question tag as follows:

1. Retno Indriyati (487690706), (Language and An Faculty of State University of Semarang, 2006) the study entitled: The profile of Students Mastery of Question Tag (The Ca. of Third Year Student of SLTP Institute Indonesian Semarang the Academic Year of 2005/2006). The researcher analyzed three objectives in the study; the first was to know the students mastery on question tag, the second is to find out the special difficulties on question tag. and the third was to find out how should the English teacher mistakes of SLTP Institute Indonesia Semarang done to minimize their students' mistakes in using question tag. The final result of the study showed the most difficult are. which had faced by the students in mastering the question tag were how to identifying the statement with 'are' in the form of present continuous tense and identifying the statement with

'were' in past continuous tense. It can be concluded that the students' mastery of question tag was average to good. In other words, the students of the third year of SLTP Institute Indonesia, Semarang had sufficiently mastered question tag. This research was done under the consideration that question tag has a number of types. To improve the quality of teaching learning process and to get better result in teaching question tag in Junior High School, the final of that study, the researcher suggested that the teacher should explain the use and the forms of question tag in all tenses: give additional material and various example; use appropriate technique or method in teaching question tag. The similarity between her research and the researcher is on the object of the study and the data analysis. The differences are on the research approach, participant, and method of collecting the data.

2. Tri Jayanti Rukmana Ambarwati, Education department Faculty of economics Yogyakarta State University, 2013 the study entitled: Implementation of snowball throwing games In improving students activity class XI-3 Accounting SMK N 7 Yogyakarta academic year of 2012/2013. This research was classroom action research. Research subjects were 36 students in class XI-3 Accounting SMK N 7 Yogyakarta. Research was conducted in two cycles. The technique used to collect data was observation. The instruments used in this research were observation sheets and note fields. Data analysis technique were descriptive analysis and quantitative data analysis. In the research findings show that the level

of students learning activity can increase with the implementation of snowball throwing games technique in accounting learning process. Between 10 indicators that reflect accounting learning activity, until second cycle finished are attained the criteria of successful action (from all students doing the activities) such as reading the accounting material, asking questions about material that had not been understood, listening to the teacher's explanation and from group discussion, recording the accounting material, doing the tasks and exercises, enthusiasm to work together in group, expressing opinions in the discussion, answering questions and giving respond to other people's opinions, giving opinions related with accounting references, giving participate during learning process with snowball throwing games technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used experimental research to design the influence of Snowball Throwing Method in mastering Question Taq at the first students of MTsS Geudubang Aceh. This true experimental design, was used pre-test - post test control group design. There were two groups in experimental research, experimental group and control group. Experimental group received new treatment while control group received conventional treatment

As stated by Ali Sodik:

Riset eksperimental merupakan Research that allows for the causes of behavior to be determined. Untuk menggambarkan riset eksperimental bisa dilakukan pada dua kelompok dimana kelompok satu disebut kontrol tanpa diberi perlakuan apapun sedangkan pada kelompok ke duadiberikan perlakuan (treatment). Diasumsikan kedua kelompok ini sama¹.

(experiment research is a research that allows for the causes of behavior to be demined. There are two group which is stated on this research, the first is control group that used as conventional teaching and the second are experimental group that allowed treatment which both of them are assume as one)

This kind of experimental research is chosen because in fact, in the real life there is no variable or situation that really have similarities or homogenous. Variable is the object of research or something that become

¹ M. Ali Sodik, *Dasar Metodologi Penelitian*, (Indonesia, Kediri, Literasi Media Publishing, 2015), 107.

the concern of research. There are two types of variables as explanation by priyono²:

variable bebas adalah suatu variabel yang ada atau terjadi mendahului variable terikatnya. Keberadaan variable ini dalam penelitian kuantitatif merupakan variable yang menjelaskan terjadinya focus atau topic penelitian. Sementara variable terikat adalah variable yang diakibatkan atau yang dipengaruhi oleh variable bebas. Keberadaan variable ini sebagai variable yang dijelaskan dalam fokus/topic penelitian

(independent variable is a position apart from the influence of the independent variable. This variable in quantitative study explained the focus or topic of the research. While the dependent variable variable is the variable that is affected by the independent variable. This variable is explained on the focus or topic of the research)

The experimental research design applied in this research, the researcher chose experiment and control class accurately through non-random sampling technique, because of the limitation of researcher's understand about the similarities between the two groups. In this experimental design, the researcher evaluated the experimental class and control class before and after giving a treatment. Meanwhile, control class was given treatment by using conventional Method. Finally, the researcher compared the influence of the treatment toward an experimental class. The research designed in this research can be seen as follows:

$$\frac{EO_1 \times O_2}{CO_3 \times O_4}$$

Explanation:

E : Experimental class

C : Control class

O1 : Pre-test (in experimental class)

² Priyono, *Metode Penelitian Kuantitatif*. (Indonesia, Jakarta, Zifatama Publishing, 2008), 58.

03 : Pre-test (in control class)

X : Treatment that will be given for experimental class by
Snowball Throwing Method

02 : Post-test (in experimental class)

04 Post-test (in controlled class)³

B. Subject of the Research

The researcher was chose the students of class VII-a as an experimental class and VII-b has a control class. There were 20 students of VII-a and 20 students of VII-b.

C. Research Setting

1. Place of the Research

The study of this research was conducted at MTsS Geudubang Aceh Langsa where the located in Jalan Kebun Baru Kec. Langsa Baro, Langsa, Provinsi Aceh. Based on the observation, the researcher found that there were 20 with different background of subject that are teaching at MTsS Geudubang Aceh Langsa.

2. Time of the Research

This study was conducted for several weeks that are depending of the study itself to collecting data needed. This research are beginning with preparation of the research, implementation of treatment 1 and treatment 2 until during the

³ Arthur Tatnall, *Knowledge Management For Educational Innovation*, (USA, Springer, 2007), 92.

academic year 2019/2020. The brief description of the time research could be seen as following table:

Table 3.1
Time of The Research

NO	Time	Control Group	Activity
1	October 2019	Give the pre-test	pre test
2	October 2019	Give treatment	First meeting to Second meeting (Lesson plan,handout,worksheet ,teching materials)
3	November 2019	Give Post test worksheet	Post test-final test
No	Time	Experiment Group	Activity
1	October 2019	Give the pre-test	Pre test
2	October 2019	Give treatment	First Meeting to Second meeting (Lesson plan,handout,worksheet ,teaching materials)
3	November 2019	Give post test worksheet	Post test – final test

D. Technique of Collecting Data

The instrument that was used in this research is grammar. The researcher focused on using Snowball Throwing Method in teaching question tag. The test consisted of pre-test and post-test. The students were given pre-test before the treatment. Pre-test used to find out the students' prior knowledge and it was given

to the students at the first meeting before giving the treatment. Post-test was used to measure whether there was an improvement of the students in learning Question Tag after being treated by using Snowball Throwing Method.

Some steps that the researcher used to get a valid data were as follow:

1. Pre-test

Pre-test was given before the research was conducted. It was given to both experimental class and control class. The function of pre-test was to get the beginning data about the students' knowledge of question tag before the treatment. Pre-test on whatever instruments were used to assess the effect of the experiment before the treatment was given.

2. Treatment

After giving pre-test, the experimental class was given treatment by using Snowball Throwing Method to teach Question Tag meanwhile the control class was taught by using conventional teaching. The procedures of treatment in experimental class:

- a. The researcher opened the class by reciting salam and Basmalah
- b. Teachers deliver the material to be presented
- c. Teachers form groups that consisted 4 - 5 students and call each group leader to give an explanation about the materials
- d. Each group heads back to their own group, and then explain the material presented by the teacher to his friend and discuss the matter

- e. Teachers provide one sheet of paper to each student in the group, then the students are asked to write a question related to the material that has been described by the chairman of the group.
 - f. The paper containing the questions made like a ball.
 - g. The teacher asks students to throw from one student to another student. (time throwing can be adjusted with music or singing); students the opportunity to students to answer questions that are written in the form of paper ball alternately got one ball/one question given.
2. Post-test In the end, the researcher gave post-test to both groups experimental and control group. The function of post-test is to know the result of the experiment and usually on the instruments, after the treatment is given. The data proved that there was a significant difference for the students' improvement in learning Question Tag by using Snowball Throwing Method.

E. Technique of Data Analysis

According to Burke Johnson and Larry Christensen stated A variable is a condition or characteristic that can take on different values or categories ⁴ . This research consists of two variables, the first is Snowball Throwing Method as independent variable and the second is teaching Question Tag as dependent variable.

⁴ Burke Johnson and Larry Christensen, *Education Research: Quantitative, Qualitative and Mixed Approach* (Los Angeles, Sage Publication Inc, 2014), 89.

Data analysis is carried out in three steps. First, participant responses to the open-ended interview questions are divided into domains or topic areas. Then, core ideas, which are abstracts or brief summaries of the data that capture the essence of what was said in fewer words and with greater clarity are constructed within each domain for each individual case. Finally, cross-case analysis is carried out by developing categories that describe the common themes reflected in the core ideas within domains across cases⁵. The purpose of data analysis was to know the differences of students' understanding, improvement in learning Question Tag by Snowball Throwing Method and without using Snowball Throwing Method. The data were obtained through pre-test and post-test. The researcher used the procedures as follows⁶:

1. Scoring the students' answer by using the following formula :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{The total number of item}} \times 100$$

2. Finding out the means score of the students' answer by using formula⁶:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : mean score

$\sum x$: sum of all score

N : Total Number of Subject

⁵ Patricia Leavy, *The Oxford Handbook of Qualitative Research* (New York, oxford university press, 2014), 89.

⁶ Rebecca M. Warner, *Applied Stuti Egic sErom Bivariate Through Muttivtriate Techniques*(USA, SAGE, 2013), 81.

3. Classifying the score answer by using scoring rubric

Table 3.1 Scoring Rubric

Scale	classification
95-100	Excelent
85-94	Very good
75-84	Good
65-74	Fairly good
55-64	Fairly poor
45-54	Poor
0-44	Very poor

(Depdikbud)

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The findings of this research deal with the classification of students' pretest and post-test score in experimental class, the classification of student's pretest and post-test score in control class, the frequency, mean score, standar deviation, test of significance and hypothesis testing.

The data can be seen from the table below as follows:

1. The classification of students' pre-test and post-test score in experimental class

Table 4.1

Result of the Students Pre-Test and Pos Tes in Experimental Class

No	Pre-test	Post test	Gained
1	35	50	15
2	40	40	0
3	50	50	0
4	55	100	45
5	40	65	25
6	30	35	5
7	5	75	70
8	20	85	65
9	15	75	60
10	20	55	35
11	10	80	70
12	15	60	45

13	35	75	40
14	20	65	45
15	20	75	55
16	25	60	35
17	10	70	60
18	25	40	15
19	15	70	55
20	5	75	55
Total	490	1300	810

Based from the final data above, the researcher used the rate percentage to find out the final percentage from the pre test and post test.

The data can be seen as following:

Table 4.2

The Rate Percentage of Experimental Class Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	0	0%
2	Very good	85-94	0	0%
3	Good	75-84	0	0%
4	Fairly good	65-75	0	0%
5	Fairly poor	55-64	1	5%
6	Poor	45-54	1	5%
7	Very poor	0-44	18	90%
Total			20	100%

The table above indicated the rate percentage and frequency of experimental class score in pre-test. It indicates that from twenty students who took pre-test in experimental class. It was only two students who did not get very poor. It means that one student (5%) got fairly poor and one student (5%) got poor. Then, no one student (0%) very good and absolutely no one student (0%) got excellent. It showed that all students who joined in pre-test did not understand yet about question tags.

Table 4.3

The Rate Percentage of Experimental Class Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	1	5%
2	Very good	85-94	1	5%
3	Good	75-84	6	30%
4	Fairly good	65-75	4	20%
5	Fairly poor	55-64	3	15%
6	Poor	45-54	2	10%
7	Very poor	0-44	3	15%
Total			20	100%

The table above showed that in post-test. Firstly, one student (5%) got excellent. One student (5%) got very good. Six students (30%) got good. Then, four students (20%) got fairly good. Three students (15%) got fairly poor. Two students (10%) got poor. The last, three students (15%) got very poor.

Based on the table above, it indicated that there are 86 percent of students who got improvement after conducting treatment through snowball throwing method. It can be concluded that the percentage in post-test was higher than the percentage in pre-test. It shows that using snowball throwing method is effective in teaching question tags students of MTsS Geudubang Aceh Langsa.

Table 4.4

Score of the Students Pre-Test and Post-Test in Experimental Class

Students' Number	Pre-test		Post-Test	
	Score (X)	X_i^2	Score (X)	X_i^2
1	35	1225	50	2500
2	40	1600	40	1600
3	50	2500	50	2500
4	55	3025	100	10000
5	40	1600	65	4225
6	30	900	35	1225
7	5	25	75	5625
8	20	400	85	7225
9	15	225	75	5625
10	20	400	55	3025
11	10	100	80	6400
12	15	225	60	3600
13	35	1225	75	5625
14	20	400	65	4225
15	20	400	75	5625
16	25	625	60	3600

17	10	100	70	4900
18	25	625	40	1600
19	15	225	70	4900
20	5	25	75	5625
TOTAL	490	15850	1300	89650

2. The classification of students' pre-test and post-test score in control class.

Table 4.5

Result of the Students Pre-Test and Post Test in Experimental Class

No	Pre-test	Post test	Gained
1	45	20	-25
2	50	30	-20
3	45	20	-25
4	55	55	0
5	35	25	-10
6	25	10	-15
7	30	60	30
8	35	40	5
9	25	25	0
10	25	50	25
11	35	35	0
12	30	30	0
13	25	15	-10
14	35	55	20
15	30	25	-5
16	30	30	0
17	20	15	-5
18	20	30	10
19	15	35	20

20	15	35	20
Total	625	640	15

According to the data, the researcher used the rate of percentage to know the final percentage from the pre test and post test. The data can be seen as follow;

Table 4.6

Rate Percentage of Control Class Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	0	0%
2	Very good	85-94	0	0%
3	Good	75-84	0	0%
4	Fairly good	65-75	0	0%
5	fairly poor	55-64	1	5%
6	Poor	45-54	1	15%
7	Very poor	0-44	16	80%
Total			20	100%

The table above indicated the rate percentage and frequency of control class score in pre-test. This table showed the results of pre-test in control class. The results indicated that no one student (0%) got excellent, no one student (0%) got very good, no one student (0%) got good, no student (0%) got fairly good, one student (5%) got fairly poor, three students (15%) got poor and sixteen students (80%) got very poor. It means

that no one of students who took pre-test of control class have good understanding about question tags. It was not a significant different from pre-test in experimental class and pre-test in control class.

Table 4.7

The Rate Percentage of Control Class Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	95-100	0	0%
2	Very good	85-94	0	0%
3	Good	75-84	0	0%
4	Fairly good	65-75	0	0%
5	fairly poor	55-64	1	5%
6	Poor	45-54	1	15%
7	Very poor	0-44	16	80%
Total			20	100%

The table above showed the results of post-test in control class. Firstly, no one student (0%) got excellent. Second, no one student (0%) got very good. The third, no one student (0%) got good. Then, no one student (0%) got fairly good. Next, three students (15%) got fairly poor and the last, one student (5%) got poor and last sixteen students (80%) got very poor.

Based on the table above, it indicated that none student got even fairly good. It means that there were significant differences from the results

post-test in experimental class and post-test in control class. It can be concluded that the percentage in post-test of experimental class was higher than the result of post-test in control class. So the researcher was able to conclude that using snowball throwing method was effective in teaching question tags at the first grade students of MTsN Geudubang Aceh Langsa.

Table 4.8

Score of Student Pre-Test and Post-Test in Control Class

Students' Number	Pre-test		Post-Test	
	Score (X)	X_i^2	Score (X)	X_i^2
1	45	2025	20	4000
2	50	2500	30	900
3	45	2025	20	400
4	55	3025	55	3025
5	35	1225	25	625
6	25	625	60	3600
7	30	900	75	5625
8	35	1225	40	1600
9	25	625	25	625
10	25	625	50	2500
11	35	1225	35	1225
12	30	900	30	900
13	25	625	15	225
14	35	1225	55	3025
15	30	900	25	625
16	30	900	30	900
17	20	400	15	225
18	20	400	30	900

19	15	225	35	1225
20	15	225	35	1225
TOTAL	625	21825	640	24250

3. The Mean Score Experimental Class and Control Class

A. Experimental class

1. Pre test

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

$$\bar{x} = \frac{490}{20}$$

$$\bar{x} = 24.5$$

2. Post-test

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

$$\bar{x} = \frac{1300}{20}$$

$$\bar{x} = 65$$

B. Control Class

1. Pre-Test

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

$$\bar{x} = \frac{625}{20}$$

$$\bar{x} = 31.25$$

2. Post-Test

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

$$\bar{x} = \frac{640}{20}$$

$$\bar{x} = 32$$

4. Standard Deviation

A. Experimental Class

1. Pre- Test

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$\text{Where } SS_1 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 15850 - \frac{(490)^2}{20}$$

$$= 15850 - \frac{240100}{20}$$

$$= 15850 - 12005$$

$$= 3845$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{3845}{20-1}}$$

$$SD = \sqrt{\frac{3845}{19}}$$

$$SD = \sqrt{20236}$$

$$= 14.22$$

2. Post-test

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$\text{Where } SS_1 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 15850 - \frac{(13000)^2}{20}$$

$$= 15850 - \frac{(1690000)}{20}$$

$$= 15850 - 84500$$

$$= 5150$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{5150}{20-1}}$$

$$SD = \sqrt{\frac{5150}{19}}$$

$$SD = \sqrt{27105}$$

$$= 16.44$$

B. Control class

3. Pre-test

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$\text{Where } SS_1 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 21852 - \frac{(625)^2}{20}$$

$$= 21852 - \frac{(390625)}{20}$$

$$= 21852 - 19531$$

$$= 2294$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{2294}{20-1}}$$

$$SD = \sqrt{\frac{2294}{19}}$$

$$SD = \sqrt{12073}$$

$$= 10.98$$

4. Post-test

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$\text{Where } SS_1 = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$= 24250 - \frac{(640)^2}{20}$$

$$= 24250 - \frac{(409600)}{20}$$

$$= 24250 - 20480$$

$$= 3770$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{3770}{20-1}}$$

$$SD = \sqrt{\frac{3770}{19}}$$

$$SD = \sqrt{19842}$$

$$= 14.08$$

5. The Significance Difference

$\bar{x}_1 = 64$	SS₁=5150
$\bar{x}_2 = 32$	SS₂=5150

1. T-Test

$$t = \frac{\bar{x}_1 = 64 - \bar{x}_2 = 64}{\sqrt{\left(\frac{ss1 + ss2}{n1 + n2 - 2}\right) \left(\frac{1}{n1}\right) + \left(\frac{1}{n2}\right)}}$$

$$t = \frac{65 - 32}{\sqrt{\left(\frac{5150 + 3770}{20 + 20 - 2}\right) \left(\frac{1}{20}\right) + \left(\frac{1}{20}\right)}}$$

$$t = \frac{33}{\sqrt{\left(\frac{8920}{38}\right) \left(\frac{2}{40}\right)}}$$

$$t = \frac{33}{\sqrt{11736}}$$

$$t = \frac{33}{1083}$$

$$t = 304$$

2. T-Table

For Level of significance (α) = 0.05 Degree of freedom (df) =

$(N1 + N2) - 2 = (20 + 20) - 2 = 38$ t-Table (=TINV(0.05; 38)) = 2.024

Table 4.5

**The Mean Score and Standard Deviation of Experimental Class
and Control Class in Post-Test**

Class	Means score	Standard deviation
Experiment	65	16.46
Control	32	14.08

The table above indicated that the mean score of experimental class in post-test was (65) and the standard deviation of experimental class was (16.46), while the mean score of control class in post-test was (32) and its standard deviation was (14.08). It means that the mean score of experimental class was higher than the mean score of control class so this result show that by using snowball throwing method was effective in teaching question tags at the first grade students of MTsS Geudubang Aceh. The significant score between experimental and control class can be calculated by using t-Test. The result of the t-Test can be seen in table 4.6 below as follows:

Table 4.6 The significance Score of t-Test and t-Table

Variable	t-test	t-table
Pre test	-0.75	2.024
Post test	3.04	2.024

The table above indicated the result of test of significance testing. For the level of significance (α) 0.05 and the degree of freedom (DF) $(N_1+N_2)- 2 = (20+20)-2= 38$, it indicated that the value of the t-Test was higher than t-Table. The result of the post-test clearly indicated that there was a significant difference between the students' score in the experimental and control class after conducting treatment by using Team Games Tournament. It indicated that snowball throwing method is influence in teaching question tags. It means H_0 is rejected and H_1 is accepted because

the t-Test is higher than t-Table ($3.04 > 2.024$). Hence, the hypothesis of the research is accepted.

B. Discussion

The results showed that from twenty students who took pre-test in experimental class. It was only two students who did not get very poor. It means that one student (5%) got fairly poor and one student (5%) got poor. Then, no one student (0%) got fairly good, no one student (0%) got good, no one student (0%) very good and absolutely no one student (0%) got excellent. or unacceptable in pre-test of experimental class. It showed that all students who joined in pre-test did not understand yet about question tags.

Based on the post-test, the researcher found a significant improvement of the students in post-test of experimental class. The data indicated that in post-test. Firstly, one student (5%) got excellent. one student (5%) got very good. six students (30%) got good. Then, four students (20%) got fairly good. three students (15%) got fairly poor. Two students (10%) got poor. The last, three students (15%) got very poor. The result above indicated the effectiveness of using snowball throwing method in teaching question tags.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

The implementation of this researcher was conducted at the second grade students of MTsS Geudubang Aceh whereas this research was a quasi-experimental research which used two classes control class and experimental class. Based from the final data, the researher also found the student's interesting in learning question tag, it can be seen from the result of post-test which showed us the significant improvement from the students who were taught by using snowball throwing method and the students who werw taught by conventional method.

Based on the findings and discussions of this research, the researcher concluded that snowball throwing method was effective in teaching question tag at the first grade students of MTsS Geudubang Aceh and then, the researcher was able to answer the research question of this research and it showed the effectiveness of snowball throwing method. It wa proved from the mean score of the students of experimental class in pre-test was only 32 and 65 in post-test. The researcher has proved that using snowball throwing method influence successfully the student's achievement in mastering question tags. In indicated that using snoball throwing method was effective and enjoyable technique to increase students' achievement and understanding.

B. Suggestion

The researcher gave some suggestions as follows:

1. The English teacher should, be able to develop their strategy to teach the students in order to make them interest in learning subject.
2. The students have to develop their knowledge by studying grammar using interesting technique like snowball throwing method.
3. For the school, they should prepare and design the material based on the students' needs and their competence. The school also has to provide interesting teaching learning environment to the students in teaching technique.

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