

**THE EFFECT OF USING SUMMARY BALL TECHNIQUE
TOWARDS SPEAKING ABILITY AT THE SECOND
YEAR STUDENTS OF ISLAMIC JUNIOR HIGH
SCHOOL OF PONDOK PESANTREN
DAARUN NAHDHAH THAWALIB
BANGKINANG**



By

**MARYA ULFA
NIM. 10814002259**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

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Submitted to Fulfill One of Requirement
for the Undergraduate Degree in English Education



By

MARYA ULFA

NIM. 10814002259

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
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ABSTRACT

Marya Ulfa (2012) : THE EFFECT OF USING SUMMARY BALL TECHNIQUE TOWARD SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL PP. DAARUN NAHDHAH THAWALIB BANGKINANG”

Based on school based curriculum (KTSP), speaking is as one of skills in mastering English that must be taught and learned in Junior high school. Pondok Pesantren Darun Nahdhah Thawalib Bangkinang is one of schools that uses it as a guide in teaching learning process. After doing preliminary observation at the second year students of Islamic Junior High school PP. Daarun Nahdhah Thawalib Bangkinang, some of the students at the second year still have low ability in their speaking. The researcher interpret that they have low ability in speaking were indicated because they have lack of self confidence in expressing their ideas in English. Thus, the researcher is interesting to conducting the research entitle The Effect of Using Summary ball Technique toward Students’ Speaking Ability at the second year students of Islamic Junior High school PP. Daarun Nahdhah Thawalib Bangkinang

The type research was quasi-experimental research. The main focus of this research was to find out a significant difference of improvement of students’ speaking ability at the second year students of Islamic Junior High School between students who were taught by using Summary Ball Technique and who were taught by using three phase technique as the conventional way. The subject of this research was the second year students of Islamic Junior High school PP.Darun Nahdhah Thawalib Bangkinang. In this research, the researcher took two classes; experimental and control class from the seven classes. It meant that 60 students as the sample from 192 students of population by using clustering sample randomly based on group. In collecting the data, the researcher used test. The test used was oral presentation test. In analyzing the data, the researcher used SPSS16.

Finally, the research found that the significant number was $0.000 < 0.05$, It means that there were still any missing item procedures. Based on the significance result above, H_a is accepted and H_o is rejected. Besides, it can be proved from mean score of students’ speaking ability of post-test at experimental class was 60.33, while students’ speaking ability of post-test at control class was 54.00. Furthermore, the mean score improvement of students’ speaking at experimental class was 11.40 (24.70%) while in control class only 4.77 (10.45%). In conclusion, there is a significance difference of improvement of students’ speaking ability between students who were taught by using summary ball technique and who were taught by using conventional way; three phase technique ach so, the difference on mean indicate that the use of summary ball technique is better three phase technique.

Abstrak

Marya Ulfa (2012) : Pengaruh Penggunaan Teknik Summary ball Terhadap Kemampuan Siswa Dalam Berbicara Kelas Dua Madrasah Tsanawiyah Pondok Pesantren Darun Nahdhah Thawalib Bangkinang

Berdasarkan KTSP, berbicara adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMP/MTs. MTs Darun Nahdhah Thawalib Bangkinang merupakan salah satu pengguna kurikulum tersebut sebagai dalam proses belajar mengajar. Setelah melakukan study pendahuluan di MTs Pondok Pesantren Darun Nahdhah Thawalib Bangkinang, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya percaya diri dalam mengemukakan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul pengaruh penggunaan teknik summary ball terhadap kemampuan siswa dalam berbicara bahasa Inggris kelas dua MTs Pondok Pesantren Darun Nahdhah Thawalib Bangkinang.

Jenis penelitian ini adalah penelitian kuasi. Fokus utama dalam penelitian ini adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa Inggris kelas dua MTs Pondok Pesantren Darun Nahdhah Thawalib Bangkinang antara siswa yang diajarkan dengan teknik summary ball dan yang diajarkan dengan Three Phase Teknik sebagai metode konvensional. Subjek dalam penelitian ini adalah siswa MTs Pondok Pesantren Darun Nahdhah Thawalib Bangkinang kelas dua. Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan control dari 9 kelas yang terdiri dari 60 siswa sebagai sampel dari sejumlah populasi 192 secara acak berdasarkan kelas. Dalam pengumpulan data, peneliti menggunakan tes. Tes yang digunakan adalah oral presentasi. Dalam penganalisisan data, peneliti menggunakan SPSS 16.

Akhirnya, peneliti menemukan bahwa angka signifikan $0.000 < 0.5$. maksudnya masih ada prosedur yang belum terlaksana secara lengkap. berdasarkan hasil signifikansi tersebut, H_a diterima dan H_0 ditolak. Selain itu, dapat pula dibuktikan dari nilai mean post-test kemampuan berbicara siswa pada kelas experiment adalah 60.33, sedangkan nilai mean post-test pada kelas control adalah 54.00. lebih jauh lagi, rata-rata-rata peningkatan kemampuan siswa berbicara pada kelas experiment adalah 11.40 (24.70%) sedangkan pada kelas control adalah 4.77 (10.45%) jadi, ada perbedaan peningkatan yang signifikan kemampuan siswa dalam berbicara bahasa Inggris antara siswa yang diajarkan dengan teknik summary ball dan siswa yang diajarkan secara konvensional; three phase technique. Perbedaan pada mean tersebut menunjukkan bahwa penggunaan teknik summary ball lebih bagus dari pada three phase teknik.

تقنيات كالم : (2012)

نويه الحكوميه

بالاضافه الى KTSP, الكلام أحد من مهارة اللغة الإنجليزيه لابد ان يع
يتعد الثانية SMAN 12 باكانبارو هو احد من مدرسة التي يستخدمه
بعد ان يفعل بال . NAMS 12
ليس عندهم المهارة في الكلام . الباحثة أن ليس عندهم
الإعتماد على النفس في بيان افكارهم وأر هم في اللغة الإنجليزيه . تريد الباحثة ان
تقنيات كالم
نويه الحكوميه الثاني عشر باكانبارو

كان نوع البحث هو . النص الهدف الأولى من هذا البحث هو لبيحث عن
المخالفة الكبرى في مهارة كلام الطلاب في SMAN 12 باكانبارو بين
الطلاب الذين يعد طريق كلمة مرتجلة الذين يعد . من هذا هو
SMAN 12 الباحثة في هذا البحث 71
334 وفي جمع البيانات
الباثثة التدريبيه من الدفتر. التمرينه التي تستخدم هي التمرين الشفوي في تحليل البيانات
SPSS 16

وأخيرا, يظهر البحث أن النمرة الكبرى هي $0,05 < 0,000$.
المرتجلة بطريقة جيدة, لا توجد من بعضها المتركة. كل من هذه ترتيب الطريقة قدمرت
(95.83%). المراد هناك الضف الذي لم يعمل كاملا
Ho Ha
مهارة الكلام Post -test في فصل التدريبي هو. 61,61 انما مهارة الكلام الطلاب
Post -test في فصل المحاسبي هو 77, 51. أبعد من ذلك, مهارة القراءة تقريبا في
12 67 (%26) 3,31 (%8) , كان فيه
المخالفة الكبرى بين مهارة كلام الطلاب الذين يعلم بطريق كلمة مرتجلة وهم الذين لايعط
به يعنى بطريق العادة. فلهذه المخالفة يظهر أن استخدام طريق كلمة Impromptu
natural approach speech technique استخدام طريق العادة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of activities that is done by language students (English) and one of language skills. Speaking will not be obtained without having good vocabulary and routinity in daily activity and it is like in the classroom. Teacher is one of the factors that supports this activity for those students which are still have any problem in their speaking. The teacher technique in learning process can also determine the ability of the students in English. Speaking is an activity that utteranced by English learners and language skill to communicate in order to be able to interact with other persons. If there is no interaction, our knowledge will not develop especially in speaking.

In learning and teaching process English at the schools, especially in Indonesia, speaking is categorized as one of the skills that must be mastered by all of Students as one of the skills in English. As one of language skills speaking has important role like commodity that is consumed by everyone, especially in literate society. Communicative competence is the goal of language classroom, so English students of English are expected to use English in speaking. How high or low the students' achievement in learning can be assessed through assessment.

Assessment is one of important roles in education. The importance of assessment in education is stated by Hughes.¹

Improving English speaking ability does not have to involve expensive courses. The most important part is simply to immerse yourself in the language. Initiate conversations in English, Watching television shows in which standard English pronunciation is used, such as the news. Listening to the radio is another option, since most hosts are hired based on their speaking abilities. The more the sounds and language patterns you hear, the easier they will be to remember. The more the sounds are spoken, the more natural language will come to you.²

In teaching and learning process in Indonesia, especially in every educational level, speaking is categorized as part of language that must be mastered by the students. Indonesian students know English as the international language and communication networks linking Indonesia to global markets and interesting media in English among Indonesians of all ages and background accelerating.

Pondok Pesantren Darun Nahdha Thawalib Bangkinang is one of the schools located in Bangkinang town. As a formal school, this school also provides English to the students especially speaking skill. According to curriculum 2011(KTSP) of English at Pondok Pesantren Darun Nahdhah Thawalib Bangkinang, especially in speaking English, the purpose of speaking is “understanding in speaking transactional and interpersonal short simple tongue for

¹ Arthur Hughes, *Testing for Language Teachers*, (New York : Cambridge University Press, 1989) Pp.2

² Josalin Mitchell . *Anxiety And Speaking English As A Second Language*.2009.Pp.2

interaction in daily life”³. it includes expressing verbally, functional text that are announcement, invitation, and short message, performed by simple monologue in the form of narrative and recount, asking and answering a variety of information in text like announcement, invitation and short message.

Based on quotation above, it is clear that speaking still has many aspects that must be mastered by the students. Based on, writer’s preliminary study at Pondok Pesantren Darun Nahdhah Thawalib Bangkinang , the teacher used three phased technique. It means that the teacher gave explanations about the material. Then, the teacher asked the students to read the text and asked the students to answer the question in their textbook. However, some of the students still had some problems and difficulties in English, especially in speaking skill, and their speaking ability was still far from expectation that is expected by the curriculum itself.

The students’ problems can be shown as following symptoms :

1. Some of the students are not able to express verbally functional text
2. Some of the students are not able to perform a simple monologue in the form narrative and recount text
3. Some of the students are not able to answer information in text.
4. Some of the students are not able to respond to the expression of asking and giving agreement

Based on the fact above, it is necessary for language teacher to foster the speaking skill on their students. It can be done by developing interesting

³ Curriculum SLTP Kelas VIII

technique in teaching and learning process. One of the techniques that can be used in speaking is summary ball technique. Summary ball technique is one of the techniques that can help students in speaking ability. According to Rick Wormely, summary ball technique is one of variations of summarization that can help students to improve their speaking skill.

Based on the explanation above, the writer is interested in carrying out a research entitled “ **THE EFFECT OF USING SUMMARY BALL TECHNIQUE TOWARD SPEAKING ABILITY AT THE SECOND YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL PP. DAARUN NAHDHAH THAWALIB BANGKINANG**”

B. Definition of the Terms

The topic of this research is the effect of using summary ball technique toward speaking ability at the second year students of Islamic junior high school, it is necessary to define some terms used in this research:

1. Using Summary Ball

Summary ball is merely a beachball or other harmless balls that can be tossed about the classroom with relative safety. After the teacher had presented a sufficient amount of information, or after students had read a chapter in their text, this activity could be used as a review. Students stood around the classroom and the teacher tossed the ball to the first student, who had to catch the ball and in 5 seconds state any idea, fact or concept from the lessons.⁴

⁴ <http://wvde.state.wv.us/strategybank/SummaryBall.html>

Based on the theory that the writer could conclude, summary ball is a technique used by the students to review the fact or concept related to the lesson has been presented orally by using ball media.

2. Speaking ability

Speaking ability is competency of the students to express their ideas, opinions or feeling in oral communication.⁵ In this research this term means that the way how the students explore their ideas in spoken language. The speaking ability in this study meant that the ability of the second year students of Islamic Junior high school of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang as judged by his or/ her teacher or the other students in his/ her class and school. It can be seen on students' ability in expressing their ideas in real time spontaneously and so forth because speaking is a nature. In some condition, it does not need preparation.

C. The Problem

1. Identification of the Problem

Based on the symptoms stated above, the writer identifies the problem as follows

- a. Why are some of the students not able to express verbally functional text?
- b. Why are some of the students not able to perform a simple monologue in the form narrative and recount ?

⁵ Rita "Improving Students Motivation to Speak English Through Half Crassword at The Year Seven Study". Padang: State university of Padang.2009. Pp.6

- c. Why are some of the students not able to ask and answer a variety of information in text?
- a. Why are some of the students not able to respond the expression asking and giving agreement?

2. The Limitation of the Problem

Based on the identification of the problem above, it is very important for the writer to limit the problem. The writer focuses on the effect of using summary ball technique toward ability in speaking english at the second year students of Islamic Junior High school PP. Daarun Nahdhah Thawalib Bangkinang

3. The Formulation of the Problem

According to the limitation of the problem above, the problems are formulated as the following questions :

- a. How is the students' ability in speaking taught by using summary ball technique at Islamic Junior High school of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang?
- b. How is students' ability in speaking taught without using summary ball technique at Islamic Junior High School of Pondok Pesantren Darun Nahdhah Thawalib Bangkinang?
- c. Is there any significant difference of students speaking ability taught by using summary ball technique at Islamic Junior High School of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang?

D. THE OBJECTIVE AND SIGNIFICANCE OF THE RESEARCH

1. The Objective of the research

Based on of the research questions above, the objective of this research can be stated as follows :

- a. To know how the students ability in speaking taught by using summary ball technique at the second year students of Islamic Junior High School of Pondok Pesantren Darun Nahdhah Thawalib Bangkinang
- b. To determine whether there is any significant difference students' speaking ability taught by using summary ball technique at the second year students of Islamic junior high school Pondok Pesantren Darun Nahdhah Thawalib Bangkinang

2. The Significance of the Research

- a. This research is hopefully contributing to the writer as a researcher in term of learnig research
- b. This research finding is also expected to give positive contribution information related to the process of teaching and learning english in ability in speaking English.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the world of language teaching and learning in general.
- d. To add references fot other next researchers having the same problem as the writer.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Related Theories

1. Nature of Speaking

Speaking is a language skill through which someone can express ideas or information to the others. Those statements are supported by Brown who said that speaking is oral interaction where participants need to negotiate meaning contained in ideas; feeling information and manage in term of who said to what, to whom and about what. Furthermore, learning to speak is not different from learning any other skills. The students have to practice a lot because no one can achieve a maximum goal without a process of eliminating, errors and inconsistencies. We can also say that learning to speak is more difficult than learning to understand to spoken language because more concern for arrangement of speaking efforts is required in the part of the teacher. The entire process needs a greater period of time to develop than it does in listening comprehension.¹

2. The Sound Speech

As speakers, consciously or unconsciously, people use their speech to create an image of themselves to the others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk

¹.Brown, H. Douglas, *Principles of Language Learnig and Teaching*.(San Fransisco:longman.1987) P.40

and that support and enhances what they are say. The sound of people's speech is meaningful, and that is why this is important for assessing speaking.²

From the definition above, it can be concluded that speaking is a skill to share someone's ideas, information, suggestion and feeling to another people in oral form.

3. The Components of Speaking

There are five aspects that have great influence toward speaking ability

a. Vocabulary

"Nunan views that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that mastery is one of the important components in communication process because the language exist by words, and words added from vocabulary".³

b. Grammar

"Grammar is one of the language components. It should be understood by student in order to be able in speaking English. Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in sentences. By using the correct grammar the listener will know when the action happen, where the action takes place, who is the audience, who is the speaker etc, although for the beginners, they are not forced to speak with the correct grammar. Using the correct grammar makes someone know the real meaning in the sentence."⁴

c. Fluency

Fluency is the extent to which students use the language quickly and confidently, with the few hesitations or unnatural pauses, false

² Sari luoma. *Assesing speaking*. (Cambridge university press.2003).P.10

³ Nunan, David. *Language Teaching Methodology*. (New York: Prentice Hall.1994) P.117

⁴ Brown, Douglas H. *Teaching by Principles; An Interactive Approach to Language Pedadology* (New Jersey: Prentice Hall Regent.1994) P.347

starts, word searches, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the language.⁵

d. Pronunciation

According to Richard, *et.al*" pronunciation is the way a certain sound or sounds are produced". To make our communication accepted by our listeners, it is better for us to pronoun the word clearly, especially with the words that has most similar pronunciation such as head (hed), and hate (heit), and the word that has similar formation such 'read' in the regular(pronounced *ri:d*) and in the regular (pronounce *red*)".⁶

e. Comprehension

Comprehension is knowing an understanding (Swan). It indicates that, in comprehension the speaker and the listeners have to understand what the intended meaning of the speaker when he/she says something.⁷

4. Teaching Speaking

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used. According to Hasibuan many language learners regard speaking ability as the measure of knowing a language. they regard speaking is the most important skill they can acquire, and they asses their progress in terms of their accomplishment in spoken communication

⁵ Kathleen M. Bailey, *Practical English Language Teaching 1st Edition* (New York: The McGraw-Hill Company, 2003), pp 54.

⁶ Richard, et.al *language Teaching and Applied linguistic*.1992. Longman.P.296

⁷ Michael, Swan. *Practical English Usage*. 1999.New York: Oxford University Press.

Language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.⁸

5. Strategies for Developing Speaking

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

6. Using Minimal Responses

Language learners who lack of confidence in their ability to participate successfully in oral interaction often listen in silence while others do the conversation. One way to encourage such learners to begin to participate is to

⁸ Hasibuan, Kalayo, *Teaching English as a foreign language*. Pekanbaru: 2007. Pp: 101

help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubtion, and other responses to what another speaker says. Having a stock of such responses enables a learner to focus on what the other participant says, without having to simultaneously plan a response.⁹

7. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Also the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between the speaker's turn and the one that follows can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

8. Using Language to Talk about Language

Language learners are often too unconfidence or shy to say anything when they do not understand another speaker or when they realize that a

⁹ Ibid.Pp.104.

conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and need for clarification can occur in any type of interaction, whatever the participants' language skill level is. Instructors can also give students strategies and phrases to use for clarification and comprehension check.¹⁰

9. Speaking ability

Speaking is the active and the productive skill, it takes place when someone can use sentence orally in social interaction. Hasibuan said “to help students develop the communicative efficiency in speaking; instructors can use a balanced activity approaches that combines language input, structured output, and communicative output.”¹¹.

In addition, Littlewood stated that speaking ability is a combination of structural and functional aspect of language.¹² Then, many English students regard speaking ability as the measurement of interpreting a language. These students define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language.

10. Stimulating Oral Interaction in the Classroom

According to Nunan, the theory and research summarized suggest that learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. As Swain suggested: as the researcher suggested that we learn to read by reading. Also do

¹⁰ Ibid.Pp:105

¹¹ Ibid. Pp. 101-102

¹² Littlewood, communicative language teaching.(Cambridge university Press.1981).Pp.1

we learn to speak by speaking. It means that speaking is just achieved if we speak.

11. The Factors that Influence Speaking Ability

English as a foreign language in Indonesia. The difficulties faced by the students may come from internal and external side. There are four skills that should be mastered in English. There are speaking, reading, listening, and writing. To master a skill, the students or the learners need some efforts that can deliver them to achieve what they want. Exactly, the efforts done by the students not only focus on one aspect, but also many aspects.

Speaking is a complex skill. In addition, to know the sound, structure and grammar system of language, the speaker should think that idea that she/he wishes to express. Speaking means that the application of all language skill. Actually, there are many factors that influence the students in speaking. Muhabbin syah said that the factors influencing in learning are follows:

1. Internal factors

These factors come from the students themselves that consist of psychological aspect as the organ of the body, and physical aspect such as intelligenc, attitude, interest, talent and motivation.

2. External factors

These factors consist of social environment such as : family, teacher, society, and friends. And non – social environment such as : house, school equipment and atmosphere.

3. Approaching

It consists of high approaching (speculative and activity). Middle approaching (analytical and deep) and low approaching (reproductive and surface).

Another aspect of speaking that is particularly relevant to second language speakers concern on whether or not the speaking is planned or spontaneous. Communication may be regarded as a combination of acts, series of elements with purpose and intent. Communication is not merely an event, something that happens. Communication is a series of communication acts on speech acts.

12. Importance and Uses of Oral Work in English Teaching

When a person speaks the words coming naturally but in reading there is just reading or speaking of only that things which have been written in the text. There is in order of importance. The tongue is important tool of speaking and reading as well. The logical starting place of any language teaching is oral work.¹³

13. Usefulness of Oral Work

- a. To suggest new ideas : when the teacher wants to increase vocabulary of the students, he at first should introduce the new ideas to the students so that student could be able to increase his vocabulary

¹³ M.F Patel, Dr. *English Language Teaching*. Sunrise publishers and distributors.2008 P;102

- b. When teacher introduce new ideas, then new word also should be introduced to students so that students could be acquainted of new words.
- c. When students learn new ideas and new words, they should be given the knowledge of way of arranging words properly.
- d. When the students learn how to arrange the words properly, then teacher should develop the habit of speaking.¹⁴

2. Summary Ball Technique

Summarization is restating the essence of text or the experience in as few words as possible in a new, yet, efficient manner. Many students and teachers assume that summarization must be done in writing, either with a pencil and paper or on a keyboard. This assumption misses summarization's great dexterity. Yes it can be done in writing, but also orally, dramatically, artistically, visually, physically, in groups or individually. Summarization is one of the most underused teaching techniques today we have today, yet, research has shown that it yields some of the greatest leaps in comprehension and longterm retention of information.

Summary ball is one part of the types of summarization. "Based on Wormeli summary ball technique will begin the activity by tossing an inflated beach ball to any student. The student who catches the ball has three seconds to state any fact, concept, or skill recently presented in the lessons. He then tosses the ball to another student in the room who has not yet spoken. The second student states a fact, concept, or skill that has not been mentioned, then tosses the ball to another student and so, on. If a student can not think of something from the

¹⁴ Ibid.P:105

lesson, he still tosses the ball, but then must sit down and is out of play. The game continues until only one student left standing.”¹⁵

In addition, summary ball is merely a beachball or other harmless ball that can be tossed about the classroom with relative safety. After the teacher has presented a sufficient amount of information, or after students have read a chapter in their text, this activity can be used as a review. Students stand around the classroom and the teacher tosses the ball to the first student, who must catch the ball and in 5 seconds state any idea, fact or concept from the lessons. He/she then tosses the ball to another student who has not yet spoken. The second student must add something that has not been mentioned. If a student can not add anything from the lesson, he/she still tosses the ball, but he/she must sit down. Play continues until only one student is left standing.

Based on the theory above, the writer can conclude that summary ball is a technique used by the students to review the fact or the concept related to the lesson that has been presented, orally by using ball media.

In addition, summary ball is quick-paced game offers students a kinesthetic approach to summarizing a lesson.

1. After presenting the information to the students, by having them read it, watch it, go on a field trip, or watch a demonstration, ask students to stand at their desks
2. Begin by tossing a beach ball to one of your students and having them, within three seconds, state a fact, concept, or idea they learned during the lesson.

¹⁵ Wormeli, Rick, *summarization in Any subject*, Association for Supervision and Curriculum Development Alexandria, Virginia:2005.Pp:158

3. The student will then throw the ball to a classmate who will offer a fact or idea she learned during the lesson.
4. This will continue around the room, and if a student cannot come up with something new that was learned, they must sit down. The winner is the last person standing who can share something they learned..¹⁶

3. Three Phase Technique

Three phase technique is a technique which consists of three stages of teaching process. Nunan in Misdaliza stated that teaching reading has three phase activities, they are as follows:¹⁷

1. Pre-activity

Pre-activity is the activity before learning process then, the aims of this are:

- a. To introduce and arouse the interest of the students to the topic. In this case, the teacher introduce to the students about the topic which they will discuss in English class.
- b. To motivate the students to give a reaction for speaking. Teacher can ask the students some questions related to the topic.
- c. To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention the material.

¹⁶<http://www.district158.org/mmscontentareareading/social%20studies/summary%20ball%20directions.doc>

¹⁷Misdaliza. *The Use of Picture Series in Teaching Reading at MAN Kampar Air Tiris*. 2005.pp. 3-4 Unpublished

2. Whilst-activity

Whilst-activity is the core of the lesson. What need to be done is to develop students' speaking skill.

3. Post-activity

Post activity can be done in various activities related to the topic that has been mentioned. An oral or written follow up activity, the students can be asked to describe a situation related to the topic or an incident similar to the topic.

B. Relevant Research

- a. Speaking is a very important link in the process of students learning and thinking development, speaking provides a foundation for the development of other language skill. Before students achieve proficiency in reading, writing, and listening, Speaking is one of the important means of learn and acquire knowledge. Through speaking students to participate in being able to respond to the communication of others. Enable students to participate in society successfully. Vera Manellosa in her research entitled "the effect of group work activities toward the students' speaking ability at the second year students of MTs Al-Muttaqin Pekanbaru" found that students speaking ability which were taught by implementing group work activities was better than students taught without implementing group work activities. It was proved based on the result that t_0 is higher than t-table 5% and 1%. It can be conclude that $(2.8 < 7-80 > 2,10)$. It indicates that group work

activities is effective in increasing students' speaking ability at MTs Al-Muttaqin Pekanbaru. Similarity of this research in the X variable is speaking ability and difference is found in Y variable the writer use Summary ball technique.

- b. The research from Mufida "The Effectiveness of English Conversation Club Activities in increasing Students' ability in speaking at the second year students of Darel Hikmah Islamic Boarding School Pekanbaru. This research has found out the effectiveness of English conversation club activities at the second year of Darel Hikmal Islamic Boarding school Pekanbaru is categorized enough (68,5) Similarity of this research in the X variable is speaking ability and difference is found in Y variable the writer use is summary ball technique.

A. The operational concept

In this terms, writer would explain briefly about variable of this research. There are two variables used. The first is using summary ball technique to the teacher in speaking ability. Using Summary ball technique is independent variable that is known as X variable and speaking ability is the dependent variable that known as Y variable. To operate the investigation on the variables, the writer would work based on some variables as follows :

Teaching Procedure of Summary Ball Technique :

- a. The teacher presented the material as normally.
- b. The teacher asked the students stand at their desk'
- c. The teacher placed the student in the large space class

- d. The teacher began the activity by tossing a beach ball to any student
- e. Student caught the ball has three seconds to state any facts/concepts or skill related to recently lesson presented
- f. The student tossed the ball to another student in the classroom who has not yet spoken.
- g. Second student stated concept, fact or skill that has not been mentioned then tossing the ball to another students and so on.
- h. The students play continue until only one student is left standing
- i. The students shared something and make conclusion they have learned

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The Indicators of Speaking Ability

- a. The students are able to express their accent by using English.
- b. The students are able to speak English grammatically.
- c. The students are able to speak English by using proper vocabularies
- d. The students are able to speak English fluently.

¹⁸ Wormelli, Rick, *Summarization in Any Subject*, association for supervision and curriculum Development Alexandria, Virginia USA. P:158

D. The Assumption and Hypothesis

1. The Assumptions

In this research, the writer assumes that:

- a. Both students of experimental and control classes have different speaking ability
- b. The better of summary ball technique is used, the better the students' speaking ability will be.

2. Hypothesis of this Research are :

- a. Alternative hypothesis (H_a)

There is significant difference on students' speaking ability before and after taught through Summary Ball technique at the second year students of Islamic Junior High School of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang

- b. Null hypothesis (H_0)

There is no significant difference on students' speaking ability before and after taught through Summary Ball Technique at the second year students of Islamic Junior High School of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang

CHAPTER III

METHOD OF THE RESEARCH

A. The Location and Time of the Research

The location of this study is at the PPDN-TB Bangkinang in Muara Uwai village. Bangkinang Seberang district, Kampar Regency. This research had been conducted from april until may 2012.

B. The Subject of the Research

The subject of the Research is the second year students of Islamic junior high school of PPDN-TB. The subjects consist of seven classes. Beside, the subject depicted above, the writer also picked up some interrelate personnel, such as the English teacher. While, the object of this study is to know how the contribution of using summary ball technique towards speaking ability of the students is.

C. The Population and Sample of the Research

The population of this research was the second year students of Islamic Junior High school of Darun Nahdhah Thawalib Bangkinang which consisted of 192 students. The writer chose the class of II A and II B as the sample of population. Based on the preliminary study, by asking the teacher in state Islamic Junior High school of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang, the two classes were almost homogenous for the total of the students in the class even in learnig achievement. with the average English score 6,8 and 6,5. So, the sample of this research are II A which consisted of 30 students will be used as the

experimental class, and II B which consisted 31 students used as the control class.

Table.III.1

**The Population of the second year students of the second year
Students of PPDN-TB**

No	Classes	Population		Total
		Male	Female	
1	II a		30	30
2	II b		31	31
3	II c		29	29
4	II d	34		34
5	II e	34		34
6	II f	34		34
	Total			192

D. The Design of Research

The design of the research is a quasi experimental research, it intends to know the effect of using summary ball technique toward speaking ability. Experimental research is systematical research, logic, and critics into control toward experiment it self. Pertaining, Creswell also says that we use experiment when want to establish possible cause and effect between our independent and dependent variables.¹ In this research, the writer uses two classes as samples that one is called experimental class administered by using summary ball technique

¹ Jhon, W.Creswell. educational Research:planning, conducting and evaluating quantitative and qualitative Research.United states of America: university Of Nebraska.

and another is the control class that is administered without summary ball technique. Because, this research is quasi experimental research design, the researcher just conducted research towards the existing the classes, so the way to find out the homogeneity is by assigning the students in same level that is the second year students of Islamic Junior High School of Pondok Pesantren Darun Nahdhah Thawalib Bangkinang. However, the material given and purposes of the research to each class were the same.

There are two kinds of test that have been given in this research; they are pre-test given in order to know how is students speaking ability before giving the treatment, and post test gives after treatment is to find out the effect of using summary ball technique. The treatment is only given to experimental class. The type of this research can be designed as follows:

Table III. 2

The Research Design

Group	Pre- Test	Treatment	Post- Test
E	Test 1	X	Test 2
C	Test 1		Test 2

E = experimental class

C = control class

T1 = Pre- Test to experiment class and control class

T2 = Post- Test to experimental class and control class

X = Receive the treatment using summary ball

Table III. 3
Sample of the Research

No	Class	Total students
1	II A (Experimental class)	30
2	II B (Control Class)	30
TOTAL		60

E. The Instrument of Data Collection

To obtain data from the samples of this research, the writer has used a test. Test has used for measuring the students' speaking ability of the using summary ball technique. The test has been divided into two ways; pre- test and post test in which the pre- test giving before treatment and post test is given after doing treatment.

F. The data analysis Technique

In order to find out whether there was a significant effect of using summary ball technique towards students' speaking ability, the data were statistically analyzed. In analyzing the data, the writer used scores from two raters of pre-test and post-test of experimental as well as and control group. Then, the students' speaking results were evaluated by two raters, then researcher gave transcript to the raters of the sample consist of 60 students and the researcher added score from the raters and divided it. These scores were analyzed statistically

by using independent sample T-Test from SPSS 16 version. The different mean was analyzed by using t-test formula.²

If probabilities > 0.05 , H_0 is accepted.

If probabilities < 0.05 , H_0 is rejected

² Hartono, *Statistik Untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2010), p. 178

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the significant difference of students' speaking ability between those students who were taught by using summary ball technique and those who were not.

The first data of this research were from the test when the researcher as the teacher implemented summary ball technique in order to know to what extend the technique procedures was implemented; that was summary ball technique. The researcher taught within 8 (eight) meeting that consisted of two meetings in a week. It was done from April 24^h to may 24th of 2012 including pre-test and post-test.

The second data were obtained through the score of the improvement of students' speaking ability from pre-test to post-test for both experimental and control class. In given test; pre-test and post-test, the students were asked to speak spontaneously without any specific preparation by giving certain topic that had been explained by the teacher. The sequence of students' speaking was obtained about 3 (three) minutes. The speaking test was deal with narrative text. It was the topic that being taught at the time and was evaluated by concerning five components of students' speaking ability; accent, grammar, vocabulary, fluency, and comprehension. Each component had its score.

B. The Data Presentation

There were two kinds of data in this research. They were the data of how the summary ball technique was implemented and students' speaking ability.

1. The Implementation of Summary Ball Technique

As mentioned above, the data of this research were obtained from Pre-test and Post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do oral presentation of narrative text before being taught by using summary ball technique.
- b. After several meetings, the students were given post-test. They were asked to do an oral presentation after being taught by using summary ball technique.
- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency and comprehension.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researcher collected and summed up raters' score to get each student's score.

Pertaining on the items of implementation of summary ball technique above, it can be presented by the following table data that show the implementation of summary ball technique generally from the beginning of taking the data until the end completed by its percentage.

2. The Effect of Using Summary Ball Technique towards Students' Speaking Ability

The data of this speaking test were the scores of the students' improvement from pre-test to post-test for both experimental and control class. The data were collected through the following procedures:

1. The researcher asked the students either experimental or control class to speak orally in the spur of the moment (spontaneously speaking).
2. The students' speaking performance was recorded and evaluated by using Hughes's theory. They are accent, grammar, vocabulary, fluency and comprehension.
3. The students' speaking results were evaluated by two raters.
4. The researcher added the scores from the raters and divided it.

Actually, the numbers of students either experimental or control class were 31 students each, but in this case, there were only 30 students for experimental class and 30 students for control class who always came and followed learning activities. In this case, there were five other students; two students from experimental class and control class for the rest, who did not get enough treatment even some of them never had it at all. It was caused by many reasons, they were sick, absent, unmotivated; went outside when studying English began, and stopped studying, but those factors did not influence the validity of the data because there were the same data from the beginning until the end. So, the data

were only taken from the students who always come to school and followed the treatment given. To make clearer, the students' speaking test result could be seen in the following tables:

TABLE IV.1
THE STUDENTS' SCORE OF PRE-TEST OF EXPERIMENTAL
CLASS IN TERMS OF USING ACCENT, GRAMMAR,
VOCABULARY, FLUENCY AND COMPREHENSION

No	Name	Speaking skills																			T	
		Accent				Grammar				Vocab				Fluency				Compr				
		RATER		T	S	RATER		T	S	RATER		T	S	RATER		T	S	RATER		T		S
		R1	R2			R1	R2			R1	R2			R1	R2			R1	R2			
1	s1	2	2	80	40	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	50
2	s2	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
3	s3	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	50
4	s4	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	2	2	80	40	42
5	s5	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	3	2	100	50	54
6	s6	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	2	2	80	40	44
7	s7	2	3	100	50	2	3	100	50	3	2	100	50	3	2	100	50	2	3	100	50	50
8	s8	3	2	100	50	2	3	100	50	3	2	100	50	3	2	100	50	2	3	100	50	50
9	s9	2	1	60	30	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	40
10	s10	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	54
11	s11	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	2	2	80	40	42
12	s12	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	56
13	s13	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	44
14	s14	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	2	3	100	50	50
15	s15	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	42
16	s16	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	3	3	120	60	50
17	s17	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
18	s18	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
19	s19	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
20	s20	2	2	80	40	3	3	120	60	2	3	100	50	3	3	120	60	3	2	100	50	52
21	s21	2	2	80	40	3	2	100	50	2	3	100	50	2	2	80	40	3	3	120	60	48
22	s22	2	3	100	50	3	2	100	50	2	2	80	40	3	3	120	60	3	3	120	60	52
23	s23	3	2	100	50	3	2	100	50	2	3	100	50	2	3	100	50	2	2	80	40	48
24	s24	2	2	80	40	2	2	80	40	2	3	100	50	3	3	120	60	3	3	120	60	50
25	s25	2	3	100	50	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	48
26	s26	3	2	100	50	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	48
27	s27	2	3	100	50	3	3	120	60	3	2	100	50	3	2	100	50	3	3	120	60	54
28	s28	3	2	100	50	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	54
29	s29	3	3	120	60	2	2	80	40	2	3	100	50	3	3	120	60	3	2	100	50	52
30	s30	2	3	100	50	2	2	80	40	2	3	100	50	3	3	120	60	2	3	100	50	50
Mean					45.67				48.67				47.67				51.00				51.67	48.93

Based on the table of speaking components of students' score at experimental class, it could be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that had been mentioned, the lowest mean score was accent; (45.67) and the highest mean score was comprehension: (51.67), While students' grammar; 48.67 and fluency was 51, and vocabulary ; 47.67. Thus, indicated that the students had low ability in using those components that had important role in spoken English. However, the total of mean score of students' speaking ability at experiment pre-test was 48.93.

1. Description of Students' Pre-test Scores

The results of students' pre-test score are presented in the following table:

TABLE IV.2
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST
SCORES OF EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	10.0	10.0	10.0
	42	3	10.0	10.0	20.0
	44	2	6.7	6.7	26.7
	48	4	13.3	13.3	40.0
	50	8	26.7	26.7	66.7
	52	3	10.0	10.0	76.7
	54	4	13.3	13.3	90.0
	56	2	6.7	6.7	96.7
	58	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Referring to the table above, it shows that there were 3 students who got score 40 (10%), 3 students who got 42 (10%), 2 students who got 44 (6.7%), 4 students who got 48 (13.3%), 8 students who got 50 (26.7%), 3 students who got 52 (10%), 4 students who got 54 (13.3%), 2 students who got 56 (6.7%) and 1 student who got 58 (3.3%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 58 and the lowest score was 40. The highest frequency was 8 at the score of 50. While, the statistical analysis of this data is at the following table:

**TABLE IV.3
STATISTIC**

		PRE_EXPERIMENT
N	Valid	30
	Missing	0
Mean		48.93
Median		50.00
Mode		50
Std. Deviation		5.112
Variance		26.133
Minimum		40
Maximum		58
Sum		1468

The Description of Students' pre-test of control class at the Second Year of Islamic Junior High School of Pondok Pesantren Darun Nahdhah Thawalib Bangkinang

TABLE IV.4
THE STUDENTS' SCORE OF PRE-TEST OF CONTROL
CLASS IN TERMS OF ACCENT, GRAMMAR, VOCABULARY,
FLUENCY AND COMPREHENSION

No	Name	Speaking Skills																		T		
		Accent				Grammar				Vocab				Fluency				Comprehension				
		RATER		T	S	RATER		T	S	RATER		T	S	RATER		T	S	RATER			T	S
		R1	R2			R1	R2			R1	R2			R1	R2			R1	R2			
1	s1	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
2	s2	2	2	80	40	2	2	80	40	2	2	80	40	3	2	100	50	3	2	100	50	44
3	s3	2	2	80	40	3	2	100	50	3	2	100	50	3	3	120	60	2	3	100	50	50
4	s4	2	2	80	40	2	2	80	3	2	2	80	40	3	3	120	60	3	2	100	50	39
5	s5	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	3	2	100	50	46
6	s6	3	2	100	50	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	44
7	s7	2	3	100	50	2	2	80	40	2	2	80	40	3	3	120	60	3	3	120	60	50
8	s8	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	3	3	120	60	50
9	s9	2	2	80	40	2	3	100	50	2	3	100	50	3	3	120	60	3	3	120	60	52
10	s10	3	2	100	50	3	2	100	50	2	3	100	50	3	3	120	60	2	2	80	40	50
11	s11	2	2	80	40	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	44
12	s12	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	3	2	100	50	56
13	s13	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	3	3	120	60	48
14	s14	3	2	100	50	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
15	s15	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	2	3	100	50	44
16	s16	3	2	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56
17	s17	3	2	100	50	2	2	80	40	3	2	100	50	2	2	80	40	3	3	120	60	48
18	s18	3	2	100	50	2	2	80	40	3	3	120	60	3	3	120	60	3	4	140	70	56
19	s19	3	2	100	50	3	3	120	60	2	2	80	40	2	2	80	40	2	3	100	50	48
20	s20	2	3	100	50	2	4	120	60	3	4	140	70	2	3	100	50	2	3	100	50	56
21	s21	3	3	120	60	2	2	80	40	2	3	100	50	2	2	80	40	3	3	120	60	50
22	s22	2	3	100	50	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	46
23	s23	2	3	100	50	3	2	100	50	2	2	80	40	2	3	100	50	3	3	120	60	50
24	s24	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
25	s25	3	2	100	50	3	2	100	50	2	2	80	40	1	2	60	30	3	3	120	60	46
26	s26	2	3	100	50	2	3	100	50	2	3	100	50	2	2	80	40	2	3	100	50	48
27	s27	3	3	120	60	2	2	80	40	3	3	120	60	3	2	100	50	2	2	80	40	50
28	s28	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	3	3	120	60	52
29	s29	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
30	s30	3	2	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	2	100	50	54
Mean					47.33				46.77				48.33				51.00				53	49.23

Based on the table of speaking components of students' speaking ability at control class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was grammar; 46.77, and the highest mean score was comprehension; 53, While students' accent was; 47,33 , vocabulary was; 48.33 and fluency was; 51. So these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at experiment pre-test was 49.23.

The Description of students' pre-test of Control Class at the Second Year students of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang :

TABLE IV.5
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-TEST SCORES OF CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39	1	3.3	3.3	3.3
	40	1	3.3	3.3	6.7
	44	5	16.7	16.7	23.3
	46	3	10.0	10.0	33.3
	48	4	13.3	13.3	46.7
	50	7	23.3	23.3	70.0
	52	2	6.7	6.7	76.7
	54	1	3.3	3.3	80.0
	56	5	16.7	16.7	96.7
	60	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there were 1 student who got 39 (3.3%), 1 student who got 40 (3.3%), 5 students who got 44 (16.7%), 3

students who got 46 (10%), 4 students who got 48 (13.13%), 7 students who got 50 (23.3%), 2 students who got 52 (6.7%), 1 students who got 54 (3.3%), 5 students who got 56 (16.7%), 1 student who got 60 (3.3%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 52, and the lowest score was 33. The highest frequency was 13 at score of 44. While the statistical analysis of this data is as the following table:

TABLE IV.6
STATISTICS

		PRE_CONTROL
N	Valid	30
	Missing	0
Mean		49.23
Median		50.00
Mode		50
Std. Deviation		5.090
Variance		25.909
Minimum		39
Maximum		60
Sum		1477

TABLE IV.7
THE STUDENTS' SCORE OF POST-TEST OF EXPERIMENTAL CLASS
IN TERMS OF ACCENT, GRAMMAR, VOCABULARY, FLUENCY AND
COMPREHENSION

No	Name	Speaking Skills																		T		
		Accent				Grammar				Vocab				Fluency				Comprehension				
		RATER		T	S	RATER		T	S	RATER		T	S	RATER		T	S	RATER			T	S
R1	R2	R1	R2			R1	R2			R1	R2			R1	R2							
1	s1	3	2	100	50	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	56
2	s2	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
3	s3	3	3	120	60	3	2	100	50	2	3	100	50	2	3	100	50	3	3	120	60	54
4	s4	4	3	140	70	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	60
5	s5	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	2	2	80	40	58
6	s6	3	4	140	70	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	60
7	s7	3	4	140	70	3	3	120	60	3	2	100	50	2	3	100	50	3	3	120	60	58
8	s8	3	3	120	60	4	3	140	70	3	3	120	60	3	3	120	60	3	3	120	60	62
9	s9	3	4	140	70	3	3	120	60	3	4	140	70	3	3	120	60	4	3	140	70	66
10	s10	4	3	140	70	3	4	140	70	3	4	140	70	3	3	120	60	4	4	160	80	70
11	s11	4	4	160	80	4	3	140	70	3	3	120	60	3	4	140	70	3	4	140	70	70
12	s12	3	4	140	70	3	4	140	70	3	3	120	60	3	3	120	60	4	4	160	80	68
13	s13	3	3	120	60	3	3	120	60	3	4	140	70	2	3	100	50	3	3	120	60	60
14	s14	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60
15	s15	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	3	120	60	62
16	s16	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	3	4	140	70	58
17	s17	3	3	120	60	3	3	120	60	3	2	100	50	3	2	100	50	4	4	160	80	60
18	s18	2	3	100	50	3	3	120	60	3	2	100	50	4	3	140	70	3	3	120	60	58
19	s19	3	4	140	70	3	4	140	70	4	3	140	70	3	3	120	60	4	4	160	80	70
20	s20	3	3	120	60	3	3	120	60	3	4	140	70	4	3	140	70	3	3	120	60	64
21	s21	3	3	120	60	3	2	100	50	4	2	120	60	3	4	140	70	3	2	100	50	58
22	s22	3	3	120	60	2	3	100	50	2	2	80	40	2	3	100	50	3	3	120	60	52
23	s23	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58
24	s24	3	3	120	60	2	3	100	50	2	2	80	40	4	3	140	70	3	3	120	60	56
25	s25	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	58
26	s26	3	3	120	60	3	3	120	60	2	3	100	50	3	2	100	50	4	3	140	70	58
27	s27	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	58
28	s28	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	58
29	s29	3	3	120	60	3	3	120	60	2	2	80	40	3	3	120	60	3	4	140	70	58
30	s30	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	62
Mean		61.67				59.00				57.67				59.67				63.67				60.33

Based on the table of speaking components of students' speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components that has been mentioned, the lowest mean score was vocabulary; 57.67 and the highest mean score was comprehension; 63.67 while students' accent was 61.67, grammar was 59 and fluency was 59.67 . So, these indicate that the students have low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at experiment post-test is 60.33 .

2. Description of Students' Post-test Scores

The following table is the data of students' post-test score.

TABLE IV.8
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF EXPERIMENTAL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.3	3.3	3.3
	54	1	3.3	3.3	6.7
	56	2	6.7	6.7	13.3
	58	11	36.7	36.7	50.0
	60	6	20.0	20.0	70.0
	62	3	10.0	10.0	80.0
	64	1	3.3	3.3	83.3
	66	1	3.3	3.3	86.7
	68	1	3.3	3.3	90.0
	70	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there were 1 student who got 52 (3.3%), 1 student who got 54 (3.3%), 2 students who got 56 (6.7%), 11 students who got 58 (36.7%), 6 students who got 60 (20.0%), 3 students who got 62 (10.0%), 1 student who got 64 (3.3%), 1 student who got 66 (3.3%), 1 student who got 68 (3.3%), and 3 students who got 70 (10.0%).

students got 58 (36.7%), 6 students who got 60 (20%), 3 students who got 62 (10%), 1 students who got 64 (3.3%), 1 students who got 66 (6.7%), 1 students got 68 (3.3%, 3 students got 70 (10%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 70, and the lowest score was 52. The highest frequency was 11 at score of 58. While, the statistical analysis of this data is as the following table:

TABLE IV.9
STATISTICS

		POST_EXPERI MENT
N	Valid	30
	Missing	0
Mean		60.33
Median		59.00
Mode		58
Std. Deviation		4.551
Variance		20.713
Minimum		52
Maximum		70
Sum		1810

TABLE IV.10
THE STUDENTS' SCORE OF POST-TEST CONTROL CLASS IN
TERMS OF ACCENT, GRAMMAR, VOCABULARY, FLUENCY
AND COMPREHENSION

Name	Speaking Skills																			T	
	Accent				Grammar				Vocabulary				Fluency				Comprehension				
	Rater		T	S	rater		T	S	rater		T	S	Rater		T	S	rater		T		S
	R1	R2			R1	R2			R1	R2			R1	R2			R1	R2			
s1	3	3	120	60	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	52
s2	2	3	100	50	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	54
s3	2	2	80	40	3	3	120	60	3	3	120	60	3	2	100	50	3	3	120	60	54
s4	2	2	80	40	3	2	100	50	3	3	120	60	3	3	120	60	3	3	120	60	54
s5	2	2	80	40	3	2	100	50	3	3	120	60	3	2	100	50	3	3	120	60	52
s6	3	2	100	50	2	3	100	50	2	3	100	50	2	3	100	50	3	2	100	50	50
s7	3	2	100	50	3	2	100	50	3	2	100	50	3	4	140	70	2	3	100	50	54
s8	3	4	140	70	2	2	80	40	2	2	80	40	3	3	120	60	2	3	100	50	52
s9	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	2	3	100	50	54
s10	2	3	100	50	4	3	140	70	3	3	120	60	3	3	120	60	4	3	140	70	62
s11	2	3	100	50	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	56
s12	3	3	120	60	3	2	100	50	3	2	100	50	2	3	100	50	3	4	140	70	56
s13	3	3	120	60	2	2	80	40	2	3	100	50	3	2	100	50	3	3	120	60	52
s14	2	3	100	50	3	2	100	50	2	2	80	40	2	3	100	50	3	4	140	70	52
s15	3	3	120	60	3	2	100	50	2	3	100	50	3	2	100	50	2	3	100	50	52
s16	3	2	100	50	3	2	100	50	3	3	120	60	2	3	100	50	3	3	120	60	54
s17	2	3	100	50	3	3	120	60	2	3	100	50	3	2	100	50	3	2	100	50	52
s18	3	2	100	50	3	2	100	50	3	3	120	60	4	3	140	70	3	3	120	60	58
s19	3	2	100	50	2	2	80	40	2	2	80	40	2	3	100	50	4	3	140	70	50
s20	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	3	2	100	50	60
s21	3	3	120	60	2	2	80	40	2	2	80	40	4	3	140	70	3	2	100	50	52
s22	2	3	100	50	3	2	100	50	3	2	100	50	3	3	120	60	3	2	100	50	52
s23	3	4	140	70	2	2	80	40	2	2	80	40	3	3	120	60	2	4	120	60	54
s24	2	2	80	40	3	3	120	60	2	3	100	50	3	3	120	60	2	2	80	40	50
s25	2	3	100	50	3	3	120	60	2	3	100	50	3	2	100	50	2	2	80	40	50
s26	3	2	100	50	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	54
s27	3	2	100	50	3	3	120	60	3	3	120	60	3	2	100	50	2	2	80	40	52
s28	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	2	2	80	40	54
s29	4	3	140	70	3	3	120	60	3	3	120	60	3	3	120	60	4	4	160	80	66
s30	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	3	2	100	50	56
Mean				53.33				52.33				52.33				56				56	54.00

Based on the table of speaking components of students' speaking ability at control class above, it could be seen that the students' speaking ability in each component was various proven by each mean of each component; accent, grammar, vocabulary, fluency and comprehension. Among the five components

that had been mentioned, the lowest mean score were grammar and vocabulary; 52.33 and the highest mean score were fluency and comprehension; 56, and students' accent was; 53.33 Thus, these indicated that the students had low ability in using those components that had important role in spoken English. However the total of mean score of students' speaking ability at control class in post-test was 54.00

TABLE IV.11
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
POST-TEST SCORES OF CONTROL CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	13.3	13.3	13.3
	52	10	33.3	33.3	46.7
	54	9	30.0	30.0	76.7
	56	3	10.0	10.0	86.7
	58	1	3.3	3.3	90.0
	60	1	3.3	3.3	93.3
	62	1	3.3	3.3	96.7
	66	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that there were 4 students who got 50 (13.3%), 10 students who got 52 (33.3%), 9 students who got 54 (30%), 3 students who got 56 (10%), 1 student who got 58 (3.3%), 1 students who got 60 (3.3%), 1 student who got 62 (3.3%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 62, and the lowest score was 50. The highest frequency was 10 at score of 52. While the statistical analysis of this data is at the following table:

TABLE IV.12
STATISTICS

		POST_CONTRO L
N	Valid	30
	Missing	0
Mean		54.00
Median		54.00
Mode		52
Std. Deviation		3.601
Variance		12.966
Minimum		50
Maximum		66
Sum		1620

Generally, the statistical description of data can be seen in the following table description:

TABLE IV.13
STATISTICS

	PRE_EXPERIMENT	PRE_CONTROL	POST_EXPERIMENT	POST_CONTROL
N Valid	30	30	30	30
Missing	0	0	0	0
Mean	48.93	49.23	60.33	54.00
Median	50.00	50.00	59.00	54.00
Mode	50	50	58	52
Std. Deviation	5.112	5.090	4.551	3.601
Variance	26.133	25.909	20.713	12.966
Minimum	40	39	52	50
Maximum	58	60	70	66
Sum	1468	1477	1810	1620

Based on the statistical description at the table above, it showed the detail description of all the data. It could be seen the different mean, standard error of mean, median, mode, standard. deviation and other data of both experimental and control class.

3. The Reliability and the Validity of the Test

The test used for testing students' speaking ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.¹ It was reflected in obtaining how far the test or instrumental test that was able to measure the same subject on different occasions that indicated the similar results. In short, the characteristic of reliability was sometimes termed consistency. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability because the researcher has two raters in order to assessing the students' speaking ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then, the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson Product Moment Correlation formula through SPSS 16 Version:

¹ Op.cit. L.R. Gay. P. 169

TABLE IV. 14
CORRELATION

		RATER1	Rater2
RATER1	Pearson Correlation	1	.660**
	Sig. (2-tailed)		.000
	N	30	30
Rater2	Pearson Correlation	.660**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

From the data output above, it could be seen that r calculation was correlated to r table, $df = 58$. The researcher took $df = 60$ to be correlated either at level 5% or at level 1% because $df = 58$ was not found from the r table. At level of 5%, r table was 0.250. While at level of 1% r table was 0.325. Thus, the $r_{\text{calculated}} > r_{\text{table}}$ either at level 5% or at level 1%. Furthermore, the researcher concluded that there was significance correlation between score of rater 1 and rater 2. In the other words, the writing test was reliable. The reliability of writing test was high.

To determine the validity of the test, the researcher used content validity. The materials of the test had been taught at the second year students of Islamic Junior High School Pondok Pesantren Darun Nahdhah Thawalib Bangkinang . It was familiar materials and near to the students' daily life. It was appropriate to the

students' knowledge, insight and experience. Moreover, the material was provided on students' hand book and other related resources.

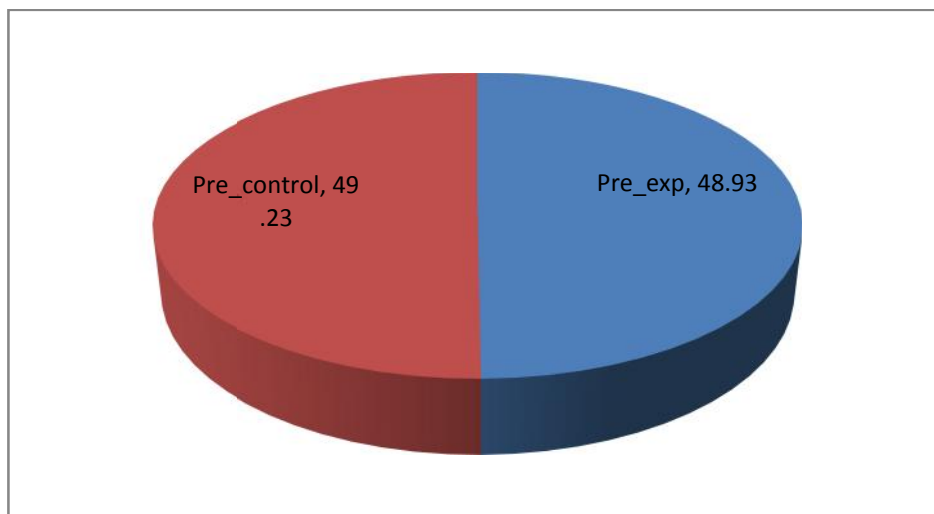
The data analysis presented the statistical result followed by the discussion about the effect of using summary ball technique toward students' speaking ability at the second year of Islamic Junior High School of Pondok Pesantren Darun Nahdhah Thawalib Bangkinang . The data were divided into two classes; experimental and control scores. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of using summary ball technique toward speaking ability at the second year of Islamic Junior High School of PP.Darun Nahdhah Thawalib Bangkinang

C. The data Analysis

1. The Analysis of Pre-test of Experimental and Control Classes

TABLE IV.15
THE STUDENTS' SPEAKING SCORE
OF PRE-TEST AT EXPERIMENT AND CONTROL CLASS

NO	NAME	Experiment	Control
1	S1	50	40
2	S2	40	44
3	S3	50	50
4	S4	42	39
5	S5	54	46
6	S6	44	44
7	S7	50	50
8	S8	50	50
9	S9	40	52
10	S10	54	50
11	S11	42	44
12	S12	56	56
13	S13	44	48
14	S14	50	56
15	S15	42	44
16	S16	50	56
17	S17	56	48
18	S18	40	56
19	S19	58	48
20	S20	52	56
21	S21	48	50
22	S22	52	46
23	S23	48	50
24	S24	50	44
25	S25	48	46
26	S26	48	48
27	S27	54	50
28	S28	54	52
29	S29	52	60
30	S30	50	54
Mean		48.93	49.23

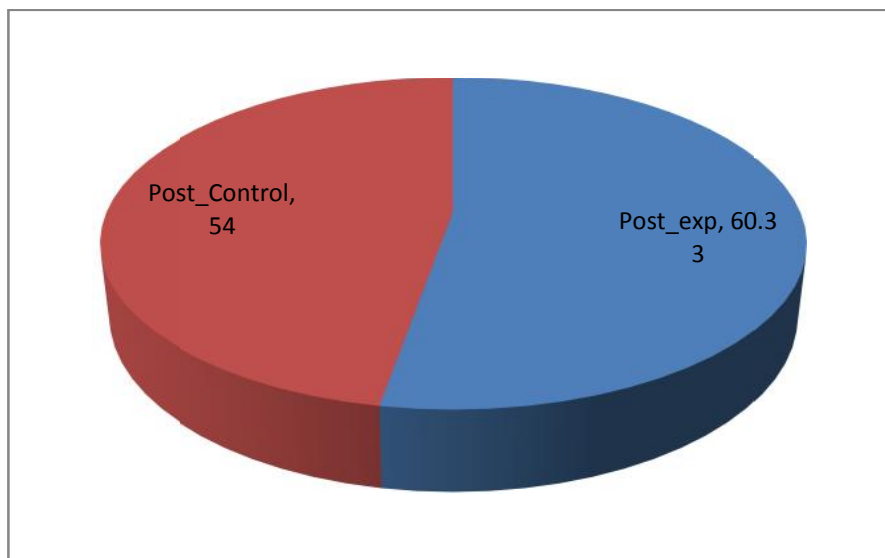


The table above described about the comparison between the students' speaking scores in pre-test of experimental class and control class. The mean score of experimental class was 48.93, While the mean score of control class was 49.23 Thus, it indicated that the students' speaking ability at experimental and control class were almost similar. It means that there was no significance difference on students' speaking ability both experimental class and control class. By knowing the students' basic speaking ability at experimental class and control class, it was easy to measure and to identify the improvement of students' speaking ability after giving treatment or the difference between classes that had been taught by using summary ball technique and without using it.

2. The Analysis Post-test of Experimental and Control Class

**TABLE IV.16
THE STUDENTS' SPEAKING SCORE
OF POST-TEST AT EXPERIMENT AND CONTROL CLASS**

NO	NAME	Experiment	Control
1	S1	56	52
2	S2	60	54
3	S3	54	54
4	S4	60	54
5	S5	58	52
6	S6	60	50
7	S7	58	54
8	S8	62	52
9	S9	66	54
10	S10	70	62
11	S11	70	56
12	S12	68	56
13	S13	60	52
14	S14	60	52
15	S15	62	52
16	S16	58	54
17	S17	60	52
18	S18	58	58
19	S19	70	50
20	S20	64	60
21	S21	58	52
22	S22	52	52
23	S23	58	54
24	S24	56	50
25	S25	58	50
26	S26	58	54
27	S27	58	52
28	S28	58	54
29	S29	58	66
30	S30	62	56
Mean		60.33	54.00

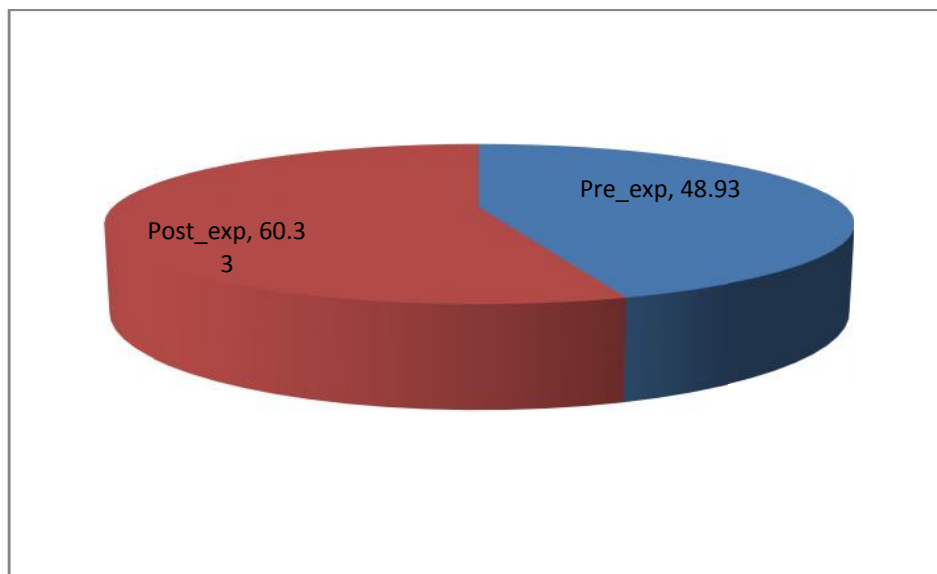


The table above described about the comparison between students' speaking scores of both experimental class and control class after giving treatment. The mean of score of experimental class was 60.33, While the mean score of control class was 54.00. Both of the classes had their improvement from pre-test score, but the improvement was different; students' speaking ability at experimental was higher than control class. It means that there was a better improvement at the experimental class compared to control class that had been given treatment.

3. The Analysis Improvement of Speaking Ability of Experiment Class

TABLE IV.17
THE STUDENTS' SPEAKING SCORES
AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Name	Pre test	Post test	Gain	Percentage
1	S1	50	56	6	12
2	S2	40	60	20	50
3	S3	50	54	4	8
4	S4	42	60	18	43
5	S5	54	58	4	7
6	S6	44	60	16	36
7	S7	50	58	8	16
8	S8	50	62	12	24
9	S9	40	66	26	65
10	S10	54	70	16	30
11	S11	42	70	28	67
12	S12	56	68	12	21
13	S13	44	60	16	36
14	S14	50	60	10	20
15	S15	42	62	20	48
16	S16	50	58	8	16
17	S17	56	60	4	7
18	S18	40	58	18	45
19	S19	58	70	12	21
20	S20	52	64	12	23
21	S21	48	58	10	21
22	S22	52	52	0	0
23	S23	48	58	10	21
24	S24	50	56	6	12
25	S25	48	58	10	21
26	S26	48	58	10	21
27	S27	54	58	4	7
28	S28	54	58	4	7
29	S29	52	58	6	12
30	S30	50	62	12	24
MEAN		48.93	60.33	11.40	24.70

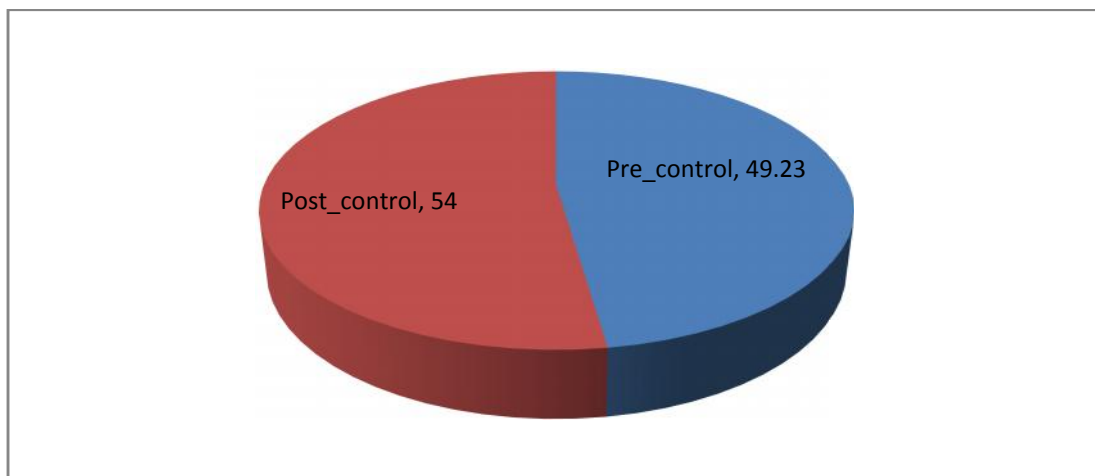


The table above described about the differences between students' speaking scores before and after giving treatment at experimental class. Before giving a treatment, the students' speaking mean score was about 48.93. It was known by taking pre-test at the beginning. While, after giving treatment, the mean score of students' speaking ability improved. To be 60.33. The improvement of each student was various, there were drastically improvement and not even any improvement (0%). Yet generally, the improvement could be seen at mean score.

4. The Analysis of Improvement of Speaking Ability of Control Class

TABLE IV.18
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST CONTROL CLASS

No	Name	Pre test	Post test	Gain	Percentage
1	S-1	40	52	12	12
2	S-2	44	54	10	10
3	S-3	50	54	4	4
4	S-4	39	54	15	15
5	S-5	46	52	6	6
6	S-6	44	50	6	6
7	S-7	50	54	4	4
8	S-8	50	52	2	2
9	S-9	52	54	2	2
10	S-10	50	62	12	12
11	S-11	44	56	12	12
12	S-12	56	56	0	0
13	S-13	48	52	4	4
14	S-14	56	52	-4	-4
15	S-15	44	52	8	8
16	S-16	56	54	-2	-2
17	S-17	48	52	4	4
18	S-18	56	58	2	2
19	S-19	48	50	2	2
20	S-20	56	60	4	4
21	S-21	50	52	2	2
22	S-22	46	52	6	6
23	S-23	50	54	4	4
24	S-24	44	50	6	6
25	S-25	46	50	4	4
26	S-26	48	54	6	6
27	S-27	50	52	2	2
28	S-28	52	54	2	2
29	S-29	60	66	6	6
30	S-30	54	56	2	2
Mean		49.23	54.00	4.77	10.45



The table above described about the differences between the students' speaking scores before and after research at control class. Firstly, the students' speaking mean score was about 49.23, It was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' speaking ability was 54 Thus, in this control class, there was no better improvement of students' speaking ability.

5. The Analysis of Different Improvement between Experimental class and control class

From the analysis at table 17 and 18 above, it could be seen that there was a different improvement of students' speaking ability at Experimental and Control Class. It showed that the different mean score improvement at the experimental class was 60.33 by percentage 24.70% While at control class, it was 54.00 by percentage 10.45%.

Based on the percentage of influence found for both classes, it was clear that the percentage of influence improvement of summary ball technique on students' speaking ability in experimental class was higher than control class. It means that the technique used by the teacher in teaching speaking skill was one of the factors that gave the influence towards students' speaking ability. It could be proven from the influence of improvement of summary ball technique itself was 24.70%, while three phase technique just influenced 10.45%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the researcher would analyze it by using independent sample t- test at the last discussion.

6. The Analysis of Mean and Standard Deviation

TABLE IV.19
MEAN AND STANDARD DEVIATION

	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Mean	48.93	60.33	49.23	54.00
Std. deviation	5.112	4.551	5.090	3.601

a. Pre-test**1. Mean and Standard Deviation of Pre-test of Experimental Class**

Based on the table above, it could be seen that the mean (Mx) of Pre-test of experimental class was 48.93, and Standard Deviation (SD) of Pre-test of experimental class was 5.112

2. Mean and Standard Deviation of Pre-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of control class was 49.23, and Standard Deviation (SD) of Pre-test of control class was 5.090

b. Post-test**1. Mean and Standard Deviation post-test of Experimental Class**

Based on the table above, it could be seen that the mean (Mx) of Post-test of experimental class was 60.33, and Standard Deviation (SD) of experimental class was 4.551

2. Mean and Standard Deviation Post-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of control class was 54.00, and Standard Deviation (SD) of control class was 3.601.

7. Data analysis of Students' Post-Test Score of Experimental Class

The data of students' post-test score of experimental class were obtained from the result of their speaking ability. Based on the description data in page 47, the result could be classified the score as follows:

TABLE IV.20
THE CLASSIFICATION OF STUDENTS' SCORE OF
POST TEST EXPERIMENTAL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	5	17%
3	Enough	56-65	23	77%
4	Less	40-55	2	6%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed no frequency (0%), the category number 2 showed 5 frequencies (17%), the category number 3 showed 23 frequencies (77%), the category number 4 showed 2 frequencies (6%) and the category number 5 showed no frequency(0%). The table above also showed that the highest percentage of experimental class was 77%. The mean score of

experimental class was 60.33. Thus, the majority of the students in experimental class could be as classified **enough**.

8. Data analysis of Students' Post-Test Score of Control Class

The data of students' post-test score of control class was obtained from the result of their speaking ability. Based on the description data in page 50, the writer could classify the score as follows:

TABLE IV. 21
THE CLASSIFICATION OF STUDENTS' SCORE OF
POST TEST OF CONTROL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	1	3%
3	Enough	56-65	6	20%
4	Less	40-55	23	77%
5	Fail	30-39	-	0%
Total				100%

Based on the table above, it could be seen that the classifications of the students' score: the category number 1 showed no frequency (0%), the category number 2 showed 1 frequency (3%), the category number 3 showed 6

frequencies (20%), the category number 4 showed 23 frequencies (77%), and the category number 5 showed no frequency. The table above also showed that the highest percentage of control class was 77% . The mean score of control class was 54.00. Thus, the majority of the students in control class could be classified into less.

9. The Data Analysis of t - test

The data analysis presented the statistical result followed by the discussion about the difference on students' speaking ability between those students who were taught by using summary ball technique and those who were not at the second year students of Islamic Junior high school of PP.Darun Nahdha Thawalib Bangkinang.

TABLE IV.22
GROUP STATISTICS

	class	N	Mean	Std. Deviation	Std. Error Mean
score	1	30	11.40	6.729	1.229
	2	30	4.77	4.232	.773

Based on the table above, it could be seen that the total students' from each class, the experimental class (1) consisted of 30 students and so was control class (2). The mean of experimental class improvement was 11.40, and the mean of control class improvement was 4.77. Standard deviation from experimental class

was 6.729, while standard deviation from control class was 4.232. Standard error mean from experimental class was 1.229, and control class was 773.

TABLE IV.23
INDEPENDENT SAMPLES TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	5.111	.028	4.570	58	.000	6.633	1.451	3.728	9.539
	Equal variances not assumed			4.570	48.836	.000	6.633	1.451	3.717	9.550

Based on the data output above, it was answered the hypothesis of the research that H_0 was rejected and H_a was accepted because $0.000 < 0.05$. The next standard for analysis based on *Equal variant assumed*.

From the data output above, it could be seen that score of t-test was 4.570 with $df = 58$, because $df = 58$ was not found from the "t" table (t_t), so the researcher took $df = 60$. Mean difference was 6.633 and standard error difference

was 1.451. Lower interval of the difference was 3.728 and upper confidence difference was 9.539

If t_o (t Observation) = 4.570 compared with t_t with $df = 60$, the t critic point was:

Significance 5% = 2.00

Significance 1% = 2.65

It could be seen that the t_o was higher than t_t in significance level 5% and 1% ($2,00 < 4.570 > 2,65$). It means H_o was rejected and H_a was accepted; or there was a significant difference on students' ability in writing report paragraph between those who were taught by using summary ball technique and those who were not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Referring to the data analyses and data presentation explained at the chapter IV, the researcher, making concluded that the answer of the formulation of the problem:

1. Based on Independent Sample t-test formula, it was found that the H_0 was rejected and H_a was accepted because $0.000 < 0.05$. It means that there was a significant difference of students' speaking ability between those who were taught by using summary ball technique at the second year students of Islamic Junior high school Pondok Pesantren Darun Nahdhah Thawalib Bangkinang and those who were not. Besides, students' mean score in pre-test at experimental class was 48.93. students' mean score in post-test at experimental class was 60.33 and the mean improvement of students speaking ability at experimental class was 24.70% , From the calculation above, it is clear that the students' speaking ability in experimental class increased to be 24.70%. While, students' mean score in pre-test at control class was 49.23 . Students' mean score in post-test at control class was 54.00. in addition, and the mean improvement of students' speaking ability at control class was 10.45%. From the calculation above, clear that students' speaking ability in control class increased to be 10.45%. It means that the effect of summary ball technique was better than three phase technique.

B. Suggestion

Pertaining to the research finding, the researcher would like to give some suggestion to the teacher, the students and the school in the following suggestions :

1. The teacher should support the technique used by using interesting topic that is suitable to for the students' level, and present the lesson objective clearly and explain some difficult vocabularies in order to make the students motivated in learning activity. Besides, the teacher can encourage students' awareness about the importance of speaking ability to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should construct variety, creativity and enjoyable learning in order to make the students not bored. The students will be interested in teaching learning activity. Besides, dealing with this method, the teacher has to encourage students' speaking practice.
2. The students have to have hard effort to improve their speaking ability and take a part actively in some interactions in order to support their speaking mastery.
3. The institution will be more effective if this technique is implemented in the small class because the researcher can control the students' learning activities and the most important thing is timing. It means that this activity needs more time in order to give chance to the students.

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