CHAPTER IV

THE RESULT AND DISCUSSION

A. The Description of Data

In this chapter, she presented the result of this research. The research was conducted in second grade of SMPN 3 Warunggunung by using Quasi-Experimental research. The researcher takes 25 students from VIII A as the experimental class and VIII B as control class.

The goal of this research is to know snowball throwing applied in teaching writing at second grade of SMPN 3 Warunggunung and to find out the influence of using snowball throwing as teaching technique. The researcher gives the report of the data description from observation sheet and collected the data from students pre-test and post-test, meanwhile the result of post-test is to give the information whether there is any significant differences on students' writing skill on descriptive text after receiving the treatments.. The test was a written test by using essay. There were written the text at least 8 sentences in pre-test and written the text at least 10 sentences in post-test. Related to writing skill, each text was determined to all characters of writing, such as: content, organization, grammar, vocabulary, and mechanic.

To know snowball throwing applied in teaching writing descriptive text at second grade of SMPN 3 Warunggunung it can be shows at the students and teacher observation. Observation teaching learning using snowball throwing in writing skill divided of two meetings as follow:

1. **Observation of Teaching Learning Using Snowball Throwing in Writing Skill in the First Meeting**

    Teaching learning writing skill using snowball throwing in the first meeting described: introduction, main activity, and closing.

a. **Introduction**

    Teaching learning introduction using snowball throwing in teaching writing in the first meeting included: orientation, apperception, motivation, giving reference, and pre-test.

1) **Orientation**

    Teaching learning introduction activity of writing skill using snowball throwing part orientation by students observation sheet at table below:

Table 4.1

Orientation of Introduction Activity Teaching Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	The teacher starts the learning process with greeting and praying.	0 0	1 4	1 4	4 16	19 76	4.64 93	Good High
2.	The teacher checking students attendance as a discipline	0 0	1 4	2 8	7 28	15 60	4.44 89	Good High
3.	The teacher preparing the students physical and psychological to start teaching in the learning process	0 0	0 0	3 12	6 24	16 64	4.52 90.4	Good High
							4.53 91	Good High

In the table 4.1 of orientation (students observation), showed point of

teacher starts the learning process with greeting and praying at score 2

frequencies 1, percentage 4%. At score 3 frequencies 1, percentage 4%.

At score 4 frequencies 4, percentage 16%. At score 5 frequencies 19,

percentage 76%. The whole mean is 4,64 good categories. Percentage all 93%, high categories.

The teacher checking students attendance as a discipline at score 2 frequencies 1, percentage 4%. At score 3 frequencies 2, percentage 8%. At score 4 frequencies 7, percentage 28%. At score 5 frequencies 15, percentage 60%. The whole mean is 4,44 good categories. Percentage all 89%, high categories.

The teacher preparing the students physical and psychological to start teaching in the learning process at score 3 frequencies 3, percentage 12%, at score 4 frequencies 6, percentage 24%, at score 5 frequencies 16, percentage 64%. The mean is 4,52% good categories. And the percentage is 90,4%, high categories.

All orientation teaching and learning activities, mean 4,53, good categories. Average percentage 91%, high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity part orientation of writing skill using snowball throwing by teacher observation shows at table below:

Table 4.2

Orientation of Introduction Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter Pretation
1.	The teacher starts the learning process with greeting and praying.	5 100	Good High
2.	The teacher checking students attendance as a discipline	5 100	Good High
3.	The teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93.3	Good High

In the table 4.2 of orientation (teacher observation), showed point of teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. The teacher checking students attendance as a discipline; score 5, good categories. Percentage 100%, high categories. The teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teacher observation); score 4,6 good categories. Percentage 93,3 high categories.

2) **Apperception**

Teaching-learning introduction activity of writing skill using snowball throwing part apperception by students' observation shows at table below:

Table 4.3

Apperception Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	The teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/act ivities before.	0 0.0	0 0.0	2 8	6 24	17 68	4,6 92	Good High
5.	The teacher remember	0 0.0	2 8	2 8	3 12	18 72	4,48 89,6	Good High

	the students essential material with asking							
6.	The teacher asks question that are related to the lessons	0 0.0	0 0.0	1 4	3 12	21 84	4,8 96	Good High
							4,62 92,5	Good High

In the table 4.3 of apperception (students observation), showed point of teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 3 frequencies 2, percentage 8%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 17, percentage 68%. The mean is 4,6 good categories. Percentage all 92%, high categories.

The teacher remember the students essential material with asking score 2 frequencies 2, percentage 8%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 18, percentage 72%. Mean is 4,48, good categories. Percentage all 89,6%, high categories.

The teacher asks question that are related to the lessons score 3 frequencies 1, percentage 4%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 21, percentage 84%. Mean is 4,8, good categories. And percentage all 96%, high categories. All apperception activity teaching and learning, mean 4,62, good categories. Average percentage 92,5%, high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part apperception by teacher observation shows at the table below:

Table 4.4

Apperception of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
4.	The teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before.	3 60	Good High
5.	The teacher remember the students essential material with asking	4 80	Good High
6.	The teacher asks question that are related to the lessons	5 100	Good High
		4 80	Good High

In the table 4.4 of apperception (teacher observation), showed point of teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 3, good categories. Percentage 60%; high categories. Teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. The teacher asks question that are related to the lessons; score 5, good categories. Percentage 100%; high categories. The mean is 4, good categories. Percentage all 80 high categories.

3) **Motivation**

Teaching learning introduction activity of writing skill using snowball throwing strategy motivation by students' observation shows at the table below:

Table 4.5

Motivation Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	The teacher provides an overview of the benefits of learning	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 97,6	Good High

No.	Statement						Mean %	Category
	the lessons to be learned in daily life							
8.	The teacher delivers the learning objectives at the meeting	0 0.0	0 0.0	2 8	8 32	15 60	4,52 90,4	Good High
9.	The teacher asks questions	0 0.0	0 0.0	2 8	3 12	20 80	4,72 94,4	Good High
							4,70 94,1	Good High

In the table 4.5 of motivation (students observation), showed point of teacher provides an overview of the benefits of learning the lessons to be learned in daily life score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%, The mean is 4,88 good categories. Percentage all 97,6% high categories.

The teacher delivers the learning objectives at the meeting score 3 frequencies 2, percentage 8%, score 4 frequencies 8, percentage 32%. Score 5 frequencies 15, percentage 60%. The mean is 4,52 good categories. Percentage all 90,4% high categories

The teacher asks questions score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 20, percentage 80%. The mean is 4,72 good categories. And percentage all

94,4% high categories. All motivation activity teaching and learning, mean 4,70 categories good. Average percentage 94,1% high categories. Summary activity teaching learning writing skill using snowball throwing technique is good.

Teaching-learning introduction activity of writing skill using snowball throwing part motivation by teachers' observation shows at the table below:

Table 4.6

Motivation Activity Teaching Learning Introduction

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
7.	The teacher provides an overview of the benefits of learning the lessons to be learned in daily life	5 100	Good High
8.	The teacher delivers the learning objectives at the meeting	5 100	Good High
9.	The teacher asks questions	5 100	Good High
		4,66 93,33	Good High

In the table 4.6 of motivation (teacher observation), showed point of teacher provides an overview of the benefits of learning the lessons to be

learned in daily life score 5, percentage 100%. Teacher delivers the learning objectives at the meeting score 5, percentage 100%. Teacher asks questions score 4, percentage 80%. The mean all motivation 4,66 good categories. The average percentage 93,33% high categories.

4) **Giving Reference**

Teaching-learning introduction activity of writing skill using snowball throwing part giving reference by student observation shows at table below:

Table 4.7

Giving Reference Activity Teaching Learning Introduction (Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	The teacher delivers the material subject that will be discussed at the meeting	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 97,6	Good High

11.	The teacher shows KI, KD, Indicator and KKM in the meeting	0 0.0	2 8	2 8	5 20	16 64	4,4 88	Good High
12.	The teacher distributes group of study	0 0.0	0 0.0	1 4	4 16	20 80	4,76 95,2	Good High
13.	The teacher explains the mechanism for applying the learning experience according to the learning steps	0 0.0	0 0.0	0 0.0	2 8	23 92	4,92 98,4	Good High
							4,74 95	Good High

In the table 4.7 of giving reference (students observation), showed point of teacher delivers the material subject that will be discussed at the meeting Score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%. The mean 4,88 good categories. Percentage all 97,6% high categories.

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The teacher shows KI, KD, Indicator and KKM in the meeting score 2 frequencies 2, percentage 8%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 16, percentage 64%. The mean 4,4 good categories. Percentage all 88% high categories.

The teacher distributes group of study score 3 frequencies 1, percentage 4%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 20, percentage 80%. The mean 4,76 good categories. Percentage all 95,2% high categories.

The teacher explains the mechanism for applying the learning experience according to the learning steps Score 4 frequencies 2, percentage 8%. Score 5 frequencies 23. Percentage 92%. The mean is 4,92 good categories. Percentage all 98,4% high categories. All giving reference activity teaching and learning, mean 4,74 categories good. Average percentage 95% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part giving reference by teachers' observation shows at the table below:

Table 4.8

Giving reference Activity Teaching Learning Introduction

(Teachers Observation)

No	Statement	score and percent	Inter pretation
10.	The teacher delivers the material subject that will be discussed at the meeting	5 100	Good High
11.	The teacher shows KI, KD, Indicator and KKM in the meeting	3 60	Good High
12.	The teacher distributes group of study	5 100	Good High
13.	The teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		4,25 85	Good High

In the table 4.8 of giving reference (teacher observation), showed point of teacher delivers the material subject that will be discussed at the meeting score 5, good categories. Percentage 100% high categories. The teacher shows KI, KD, Indicator and KKM in the meeting score 3, good categories. Percentage 60% high categories. Teacher distributes group of study score 4, good categories. Percentage 80% high categories. The teacher explains the mechanism for applying the learning experience according to the learning steps score 5, good categories. Percentage 100% high categories. The mean is 4,25, good categories. The mean percentage 85%, high categories.

5) Pre-Test

Teaching-learning introduction activity of writing skill using snowball throwing part pre-test by students' observation shows at the table below:

Table 4.9

Pre-test Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	Teacher notifies students to do pre-test	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High
15.	The teacher gives the related topic	0 0.0	0 0.0	3 12	6 24	16 64	4,52 90.4	Good High
16.	The teacher delivers the number of words that will be made by	0 0.0	0 0.0	1 4	5 20	19 76	4,72 94.4	Good High
17.	The teacher delivers the test-taking technique	0 0.0	1 4	1 4	4 16	19 76	4,64 92,8	Good High
18.	The	0	0	0	4	21	4,84	Good

	teacher asks students to do pre-test	0.0	0.0	0.0	16	84	96,8	High
							4,70 94	Good High

In the table 4.9 of pre-test (students observation), showed point of teacher notifies students to do pre-test score 4 frequencies 6, percentage 24%. Score 5 frequencies 19, percentage 76%. The mean 4,76 good categories. The percentage 95,2%; high categories.

The teacher gives the related topic score 3 frequencies 3, Percentage 12%. Score 4 frequencies 6, Percentage 24%. Score 5 frequencies 16, percentage 64%. The mean 4,52; has good categories. Percentage 90,4%; has high categories.

The teacher delivers the number of words that will be made by score 3 frequencies 1, Percentage 4%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 19, percentage 76%. The mean 4,72. good categories. The percentage 94,4% high categories.

The teacher delivers the test-taking technique score 2 frequencies 1, Percentage 4%. Score 3 frequencies 1, percentage 4%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 19, percentage 76%. The mean 4,64. has good categories. Percentage 92,8%; has high categories.

The teacher asks students to do pre-test Score 4 frequencies 4, percentage 8%. Score 5 frequencies 21, percentage 84%. The mean 4,84; has good categories. Percentage 96,8%; has high categories. All giving reference activity teaching and learning, mean 4,70 categories good. Average percentage 94% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part pre-test by teachers' observation shows at table below:

Table 4.10

Pre-test Activity Teaching Learning Introduction

(Teachers Observation)

No	Statement	score and percent	Inter pretation
14.	The teacher notifies students to do pre-test	5 100	Good High
15.	The teacher gives the related topic	4 80	Good High
16.	The teacher delivers the number of words that will be made by	4 80	Good High
17.	The teacher delivers the test-taking technique	4 80	Good High
18.	The teacher asks students to do pre-test	5 100	Good High
		4,4 88	Good High

In the table 4.10 of pre-test (teacher observation), showed point of teacher notifies students to do pre-test score 5, good categories. Percentage 100%; high categories. The teacher gives the related topic score 4, good categories. Percentage 80%; high categories. The teacher delivers the number of words that will be made by score 4, good categories. Percentage 80%; high categories.

The teacher delivers the test-taking technique score 4, good categories. Percentage 80%; high categories. The teacher asks students to do pre-test score 5, good categories. Percentage 100%; high categories. The mean of all giving reference activity teaching-learning is 4.4; good categories. The mean percentage 88%; high categories.

b. Main Activity

Teaching learning main activity using snowball throwing in teaching writing in the first meeting included: observing, questioning, data collection/ exploring, Associating, communicating.

1) Observation

Teaching-learning main activity of writing skill using snowball throwing part observing by students observation shows at table below:

Table 4.11

Observing of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	The teacher give the students stimuli to focus on the topic	0 0.0	1 4	3 12	7 28	14 56	4,36 87,2	Good High
20.	The teacher explain about definition, generic structure, and language feature of descriptive text in teaching material.	0 0.0	1 4	2 8	4 16	18 72	4,56 91,2	Good High
21.	The students listen/ read/ watch several examples of descriptive text about person.	0 0.0	0 0.0	3 12	6 24	16 64	4,52 90,4	Good High

22.	The teacher gives the opportunity for students to identify the example of descriptive text.	0 0.0	0 0.0	3 12	4 16	18 72	4,6 92	Good High
23.	The teacher explain about the procedure of snowball throwing strategy.	0 0.0	0 0.0	2 8	7 28	16 64	4,56 91,2	Good High
							4,52 90,4	Good High

In the table 4.11 of observing (students observation), showed point of teacher give the students stimuli to focus on the topic at score 2 frequencies 1, percentage 4%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 7, percentage 28%. Score 5 frequencies 14, percentage 56%. The mean is 4,36 with good categories and the mean of percentage 87,2% with high categories.

The teacher explain about definition, generic structure, and language feature of descriptive text score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 18, percentage 72%. The mean is 4,56 with good categories and the mean of percentage is 91,2% with high categories.

The students listen/ read/ watch several examples of descriptive text about person score 3 frequencies 3, percentage 12%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 16, percentage 64%. The mean is 4,52 with good categories and the mean of percentage is 90,4% with high categories.

The teacher gives the opportunity for students to identify the example of descriptive text score 3 frequencies 3, percentage 12%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 18, percentage 72%. The mean is 4,6 with good categories and the mean of percentage is 92% with high categories.

The teacher explain about the procedure of snowball throwing strategy score 3 frequencies 2, percentage 8%. Score 4 frequencies 7, percentage 28%. Score 5 frequencies 16, percentage 64%. The mean is 4,56 with good categories and the mean of percentage is 91,2% with high categories. All main activity teaching and learning, mean 4,52 categories good. Average percentage 90.4% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing part observing by teachers observation shows at table below:

Table 4.12

Observing of Main Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter Pretation
19.	The teacher give the students stimuli to focus on the topic	3 60	Medium High
20.	The teacher explain about definition, generic structure, and language feature of descriptive text in teaching material.	4 80	Good High
21.	The students listen/ read/ watch several examples of descriptive text about person.	4 80	Good High
22.	The teacher gives the opportunity for students to identify the example of descriptive text	5 100	Good High
23.	The teacher explain about the procedure of snowball throwing strategy.	4 80	Good High
		4 80	Good High

In the table 4.12 of observing (teacher observation), showed point of teacher give the students stimuli to focus on the topic score 3 medium categories, percentage 60% medium categories. The teacher explain about definition, generic structure, and language feature of descriptive text in teaching material score 4 good categories, percentage 80% high categories.

The students listen/ read/ watch several examples of descriptive text about person score 4 good categories, percentage 80% high categories. The teacher gives the opportunity for students to identify the example of descriptive text score 5 good categories, percentage 100% high categories.

The teacher explain about the procedure of snowball throwing strategy score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 4 with good categories and the mean of percentage is 80% with high categories.

2) **questioning**

Teaching-learning main activity of writing skill using snowball throwing part questioning by students observation shows at the table below:

Table 4.13

Questioning of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
24.	The teacher gives the opportunity for students to asks	0 0.0	1 4	2 8	5 20	17 68	4,52 90,4	Good High

	about the material and the use of snowball throwing strategy.							
25.	The teacher gives the opportunity for students to identify as many questions as possible related to social function, language feature of descriptive text .	0 0.0	2 8	3 12	6 24	14 56	4,28 85,6	Good High
							4,4 88	Good High

In the table 4.13 of questioning (students observation), showed point of teacher gives the opportunity for students to asks about the material and the use of snowball throwing technique at score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 17, percentage 68%. The mean is 4,52 with good categories and the mean of percentage is 90,4% with high categories.

The teacher gives the opportunity for students to identify as many questions as possible related to social function, language feature of descriptive text score 2 frequencies 2, percentage 8%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 14, percentage 56%. The mean is 4,28 good categories, and percentage all is 85,6% high categories. All main activity teaching and learning, mean 4,4 categories good. Average percentage 88% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing by teacher observation shows at the table 4.14 below:

Table 4.14
Questioning of Main Activity Teaching Learning
(Teachers Observation)

No	Statement	score and percent	Inter Pretation
24.	The teacher gives the opportunity for students to ask about the material and the use of snowball throwing strategy.	4 80	Good High
25.	The teacher gives the opportunity for students to identify as many questions as possible related to social function, language feature of descriptive text	4 80	Good High
		4 80	

In the table 4.14 of questioning (teacher observation), showed point of teacher teacher gives the opportunity for students to asks about the

material and the use of snowball throwing technique score 4 good categories, percentage 80% high categories. The teacher gives the opportunity for students to identify as many questions as possible related to social function, language feature of descriptive text score 4 good categories, percentage 80% high categories.

The mean main activities of teaching and learning is 4 with good categories and the mean of percentage is 80% with high categories.

3) **collecting data/ exploring**

Teaching-learning main activity of writing skill using snowball throwing part collecting data/ exploring by students observation shows at the table below:

Table 4.15
Collecting Data/ Exploring of Main Activity Teaching-Learning
(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	The teacher divided students into groups and choose the group leaders of each group	0 0.0	0 0.0	2 8	3 12	20 80	4,72 94,4	Good Good
27.	The teacher gives work sheet to students	0 0.0	0 0.0	0 0.0	4 16	21 84	4,84 97	Good High
28.	The	0	1	3	5	16	4,44	Good

	students write a question based on the topic are given by the teacher	0.00	4	12	20	64	89	High
29.	The students throw the plastic ball from one student to another student for 5 to 10 seconds.	0 0.0	0 0.0	0 0.0	1 4	24 96	4,96 99,2	Good High
							4,74 95	Good High

In the table 4.15 of collecting data (students observation), showed point of teacher divided students into groups and choose the group leaders of each group at score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 20, percentage 80%. The mean is 4,72 good categories, and percentage all is 94,4% high categories.

The teacher gives work sheet to students Score 4 frequencies 4, percentage 16%. Score 5 frequencies 21, percentage 84%. The mean is 4,84 good categories, and percentage all is 97% high categories.

The students write a question based on the topic are given by the teacher score 2 frequencies 1, percentage 4%. Score 3 frequencies 3,

percentage 12%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 16, percentage 64%. The mean is 4,44 good categories, and percentage all is 89% high categories.

The students throw the plastic ball from one student to another student for 5 to 10 seconds score 4 frequencies 1, percentage 4%. Score 5 frequencies 24, percentage 96%. The mean is 4,96 good categories, and percentage all is 99,2% high categories. All main activity teaching and learning, mean 4,74 categories good. Average percentage 95% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing part collecting data by teacher's observation shows at the table below:

Table 4.16

Collecting Data/ Exploring of Main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter pretation
26.	The teacher divided students into groups and choose the group leaders of each group	5 100	Good High
27.	The teacher gives work sheet to students	5 100	Good High
28.	The students write a question based on the	4	Good

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	topic are given by the teacher	80	High
29.	The students throw the plastic ball from one student to another student for 5 to 10 seconds.	4 80	Good High
		4,5 90	Good High

In the table 4.16 of collecting data (teacher observation), showed point of teacher divided students into groups and choose the group leaders of each group at score 5, percentage 100%. The teacher gives work sheet to students score 5, percentage 100%.

The students write a question based on the topic are given by the teacher score 4, percentage 80%. The students throw the plastic ball from one student to another student for 5 to 10 seconds score 4, percentage 80%. The mean main activities of teaching and learning is 4,5 with good categories, and the mean of percentage is 90,00% with high categories.

4) **Associating**

Teaching-learning main activity of writing skill using snowball throwing part associating by student's observation shows at the table below:

Table 4.17

Associating of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter pretation
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
30.	The students make a descriptive text about person based on plasctic ball topic	0 0.0	0 0.0	3 12	8 32	14 56	4,44 88,8	Good High
31.	The students analyze social functions and structure of text as well as elements of language in the task they have made	0 0.0	2 4	3 12	7 28	13 52	4,24 84,8	Good High
							4,34 87	Good High

In the table 4.17 of associating (students observation), showed point of students make a descriptive text about person based on plastics ball topic at score 3 frequencies 3, percentage 12%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 14, percentage 56%. The mean is 4,44 good categories, and percentage all is 88,8% high categories.

The students analyze social functions and structure of text as well as elements of language in the task they have made score 2 frequencies 2, percentage 4%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 7, percentage 28%. Score 5 frequencies 13, percentage 52%. The mean is 4,24 good categories, and percentage all is 84,8% high categories.

All main activity teaching and learning, mean 4,34 categories good. Average percentage 87% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing part associating by teacher's observation shows at the table 4.18 below:

Table 4.18

Associating of Main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
30.	The students make a descriptive text about person based on plastics ball topic	4 80	Good High
31.	The students analyze social functions and structure of text as well as elements of language in the task they have made	4 80	Good High
		4 80	Good High

In the table 4.18 of associating (teacher observation), showed point of students make a descriptive text about person based on plastics ball topic at score 4 good categories, percentage 80% high categories. The students analyze social functions and structure of text as well as elements of language in the task they have made score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 4 with good categories, and the mean of percentage is 80% with high categories.

5) communicating

Teaching-learning main activity of writing skill using snowball throwing part communicating by student's observation shows at the table below:

Table 4.19

Communicating of main activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
32.	The students present their work and read descriptive writing in front of the class	0 0.0	0 0.0	0 0.0	4 16	21 84	4,84 97	Good High

In the table 4.19 of communicating (students observation), showed point of students present their work and read descriptive writing in front of the class at score 4 frequencies 4, percentage 16%. Score 5 frequencies 21 percentage 84%. The mean is 4.84 good categories, and percentage all is 96,8% high categories. All main activity teaching and learning, mean

4.84 categories good. Average percentage 97% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing part communicating by teacher's observation shows at the table below:

Table 4.20

Communicating of main activity teaching learning

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
32.	The students present their work and read descriptive writing in front of the class.	4 80	Good High

In the table 4.20 of communicating (teacher observation), showed point of students present their work and read descriptive writing in front of the class score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

c. Closing

Teaching learning last part activity of writing skill using snowball throwing in the first meeting by student's observation showed at the table below:

Table 4.21

Last part activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
33.	The students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0 0.0	0 0.0	0 0.0	16 64	9 36	4,36 87,2	Good High
34.	The teacher asks several questions verbally to test students insight into the material that has been delivered	0 0.0	0 0.0	5 20	5 20	15 60	4,4 88	Good High

35.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	1 4	1 4	2 8	5 20	17 68	4,52 90,4	Good High
							4,42 88,5	Good High

In the table 4.21 of closing (students observation), showed point of students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving at score 4 frequencies 16%, percentage 64%. Score 5 frequencies 9, percentage 36%. The mean is 4,36 good categories, and percentage all is 87,2% high categories.

The teacher asks several questions verbally to test student's insight into the material that has been delivered Score 3 frequencies 5, percentage 20%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 15, percentage 60%. The mean is 4,44 good categories, and percentage all is 88% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 1, percentage 4%. Score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 17, percentage 68%. The mean is 4,52 good categories, and percentage all is 90,4% high categories.

All last part activity teaching and learning, mean 4,42 categories good. Average percentage 88,5% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning last part activity of writing skill snowball throwing by teacher observation shows at the table 4.22 below:

Table 4.22

Last Part Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
33.	The students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	4 80	Good High
34.	The teacher asks several questions verbally to test students insight into the material that has been delivered	3 60	Good High
35.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	5 100	Good High
		4 80	Good High

In the table 4.19 of closing (teacher observation), showed point of the students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%. The teacher asks several questions verbally to test students insight into the material that has been delivered score 3, percentage 60%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform

well score 5, percentage 100%. The mean is 4 good categories, the percentage is 80% high categories.

All of the teaching learning activity writing skill using snowball throwing in the first meeting by student's observation showed at table below:

Table 4.23

All of the teaching learning activity in the first meeting

(Students Observation)

No	Element	Ideal score	Average of score result	Percentage	Categories
I.	Introduction				
1.	Orientation	5	4,53	91	High
2.	Apperception	5	4,62	92,5	High
3.	motivation	5	4,70	94,1	High
4.	Giving reference	5	4,74	95	High
5.	Pre-test	5	4,70	94	High
II.	Main				
6.	Observing	5	4,52	91	High
7.	Questioning	5	4,4	92,5	High
8.	Data collection	5	4,74	94,1	High
9.	Associating	5	4,34	95	High
10.	Communicating	5	4,84	94	High
III.	Last Part				
11.	Closing	5	4,42	88,5	High
Mean			4,60	92,4	High

In the table 4.23 showed activity teaching learning writing skill using snowball throwing in the first meeting showed: part introduction; orientation score average 4,53 percentage 91%; high categories.

Apperception score average 4,62 percentage 92,5%; high categories. Motivation score average 4,70 percentage 94,1%; high categories. Giving reference score average 4,74 percentage 95%; high categories. Pre-test score average 4,70 percentage 94%; high categories.

In the point showed activity teaching learning writing skill using snowball throwing in the first meeting showed part main: observing score average 4,52 percentage 90,4%. Questioning score average 4,4 percentage 88%; high categories. Data collection score average 4,74 percentage 95%; high categories. Associating score average 4,34 percentage 87%; high categories. Communicating score average 4,84 percentage 97%; high categories.

In the point showed activity teaching learning writing skill using snowball throwing in the first meeting showed: last part closing score 4,42 percentage 88,5 %; high categories. All activity teaching learning writing skill using snowball throwing in first meeting score average 4,60; percentage 92,04%; high categories. All of the teaching learning activity writing skill using snowball throwing in the first meeting by teacher's observation showed at the table below:

Table 4.24

All of the teaching learning activity in the first meeting

(Teachers Observation)

No	Element	Average of score result	Percentage	Categories
I.	Introduction			
1.	Orientation	4,6	93,3	High
2.	Apperception	4	80	High
3.	Motivation	4,66	93,3	High
4.	Giving reference	4,25	85	High
5.	Post-test	4,4	88	High
II.	Main			
6.	Observing	4	80	High
7.	Questioning	4	80	High
8.	Data collection	4,5	90	High
9.	Associating	4	80	High
10.	Communicating	4	80	High
III.	Last Part			
11.	Closing	4	80	High
Mean		4,21	84,5	High

In the table 4.24 showed activity teaching learning writing skill using snowball throwing in the first meeting showed: part introduction; orientation score average 4,6 percentage 93,3%; high categories. Apperception score average 4; percentage 80%; high categories. Motivation score average 4,66; percentage 93,33%; high categories. Giving reference score average 4,25; percentage 85%; high categories. Pre-test score average 4,4; percentage 88%; high categories.

In the point activity teaching learning writing skill using snowball throwing in the first meeting showed: part main: observing score

average 4; writing skill using snowball throwing in first meeting score average 4,21 percentage 84,5%; high categories.

2. Observation of Teaching Learning Using Snowball Throwing in Writing Skill in the Second Meeting

Teaching learning writing skill using snowball throwing in the second meeting described: introduction, main activity, and closing.

a. Introduction

Teaching learning introduction using snowball throwing in teaching writing in the second meeting included: orientation, apperception, motivation, giving reference, and post-test.

1) Orientation

Teaching learning introduction activity of writing skill using snowball throwing part orientation by students observation sheet at the table below:

Table 4.25

Orientation of Introduction Activity Teaching Learning (Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
1.	The teacher starts the learning process with greeting and	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 98	Good High

	praying							
2.	The teacher checking students attendance as a discipline	0 0.0	0 0.0	0 0.0	2 8	23 92	4,92 98,4	Good High
3.	The teacher preparing the students physical and psychological to start teaching in the learning process	0 0.0	0 0.0	3 12	5 20	17 68	4,56 91,2	Good High
							4,8 96	Good High

In the table 4.25 of orientation (students observation), showed point of teacher starts the learning process with greeting and at score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%. The whole mean is 4,88 good categories. Percentage all 98%, high categories.

The teacher checking students attendance as a discipline At score 4 frequencies 2, percentage 8%. At score 5 frequencies 23, percentage 92%. The whole mean is 4,92 good categories. Percentage all 98,4%, high categories.

The teacher preparing the students physical and psychological to start teaching in the learning process at score 3 frequencies 3, percentage 12%, at score 4 frequencies 5, percentage 20%, at score 5 frequencies 17,

percentage 68%. The mean is 4,56% good categories. And the percentage is 91,2%, high categories. All orientation teaching and learning activities, mean 4,8 good categories. Average percentage 96%, high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing by teacher observation shows at table below:

Table 4.26

Orientation of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter pretation
1.	The teacher starts the learning process with greeting and praying.	5 100	Good High
2.	The teacher checking students attendance as a discipline	5 100	Good High
3.	The teacher preparing the students physical and psychological to start teaching in the learning process	4 80	Good High
		4,6 93,3	Good High

In the table 4.26 of orientation (teacher observation), showed point of teacher starts the learning process with greeting and praying: score 5, high categories. Percentage 100%, high categories. The teacher checking students attendance as a discipline; score 5, good categories. Percentage

100%, high categories. The teacher preparing the students physical and psychological to start teaching in the learning process; score 4, good categories. Percentage 80%, high categories. All orientation of introduction activity teaching-learning (teachers observation); score 4,6 good categories. Percentage 93,3 high categories.

2) Apperception

Teaching-learning introduction activity of writing skill using snowball throwing part apperception by student's observation shows at table below:

Table 4.27

Apperception Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
4.	The teacher associate material/ themes/ learning activities that will be carried out with the experienc e of students	0 0.0	0 0.0	2 8	8 32	15 60	4,52 90,4	Good High

	with previous material/ themes/activities before							
5.	The teacher remember the students essential material with asking	0 0.0	0 0.0	1 4	5 20	19 76	4,72 94,4	Good High
6.	The teacher gives questions according to descriptive text about person	0 0.0	0 0.0	1 4	3 12	21 84	4,8 96	Good High
							4,70 93,6	Good High

In the table 4.27 of apperception (students observation), showed point of teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities at score 3 frequencies 2, percentage 8%. Score 4 frequencies 8, percentage 32%. Score 5 frequencies 15, percentage 60%. The mean is 4,52 good categories. Percentage all 90,4%, high categories.

The teacher remember the students essential material with asking score 3 frequencies 1, percentage 4%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 19, percentage 76%. Mean is 4,72 good categories. Percentage all 94,4%, high categories.

The teacher gives questions according to descriptive text about person score 3 frequencies 1, percentage 4%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 21, percentage 84%. Mean is 4,8 good categories. And percentage all 96%, high categories. All apperception activity teaching and learning, mean 4,61 good categories. Average percentage 92,26%, high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part apperception by teacher observation shows at table below:

Table 4.28

Apperception of Introduction Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter pretation
4.	The teacher associate material/ themes/ learning activities that will be carried out with the experience of students with previous	4 80	Good High

	material/ themes/activities before.		
5.	The teacher remember the students essential material with asking	4 80	Good High
6.	The teacher gives questions according to descriptive text about person	5 100	Good High
		4.33 86.6	Good High

In the table 4.28 of apperception (teacher observation), showed point of teacher associates material/ themes/ learning activities that will be carried out with the experience of students with previous material/ themes/activities before; score 4 good categories. Percentage 80%; high categories.

The teacher remember the students essential material with asking; Score 4, good categories. Percentage 80%; High categories. The teacher gives questions according to descriptive text about person; score 5, good categories. Percentage 100%; high categories. The mean is 4,33 good categories. Percentage all 86,6 high categories.

   3) **Motivation**

Teaching learning introduction activity of writing skill using snowball throwing strategy motivation by student's observation shows at table below:

Table 4.29

Motivation Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
7.	The teacher provides an overview of the benefits of learning the lessons to be learned in daily life	0 0.0	0 0.0	0 0.0	5 20	20 80	4,8 96	Good High
8.	The teacher delivers the learning objectives at the meeting	0 0.0	0 0.0	1 4	6 24	18 72	4,7 93,6	Good High
9.	The teacher asks questions	0 0.0	0 0.0	2 8	2 8	21 84	4,76 95,2	Good High
							4,75 95	Good High

In the table 4.29 of motivation (students observation), showed point

of teacher provides an overview of the benefits of learning the lessons to

be learned in daily life at score 4 frequencies 5, percentage 20%. Score 5

frequencies 20, percentage 80%, The mean is 4,8 good categories. Percentage all 96% high categories.

The teacher delivers the learning objectives at the meeting score 3 frequencies 1, percentage 4%, score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean is 4,7 good categories. Percentage all 93,6% high categories.

The teacher asks questions score 3 frequencies 2, percentage 8%. Score 4 frequencies 2, percentage 8%. Score 5 frequencies 21, percentage 84%. The mean is 4,76 good categories. And percentage all 95,2% high categories. All motivation activity teaching and learning, mean 4,75 categories good. Average percentage 95% high categories. Summary activity teaching learning writing skill using snowball throwing technique is good.

Teaching-learning introduction activity of writing skill using snowball throwing part motivation by teacher's observation shows at table below:

Table 4.30

Motivation Activity Teaching Learning Introduction

(Teachers Observation)

No	Statement	score and percent	Inter Pretation
7.	The teacher provides an overview of the benefits of learning the lessons to be learned in daily life	4 80	Good High
8.	The teacher delivers the learning objectives at the meeting	5 100	Good High
9.	The teacher asks questions	4 80	Good High
		4,33 86,6	Good High

In the table 4.30 of orientation (teacher observation), showed point of teacher provides an overview of the benefits of learning the lessons to be learned in daily life at score 4, percentage 80%. The teacher delivers the learning objectives at the meeting score 5, percentage 100%. The teacher asks questions score 4, percentage 80%. The mean all motivation 4,33 good categories. The average percentage 86,6% high categories.

4) Giving Reference

Teaching-learning introduction activity of writing skill using snowball throwing part giving reference by student's observation shows at table below:

Table 4.31

Giving Reference Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
10.	The teacher delivers the material subject that will be discussed at the meeting	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High
11.	The teacher shows KI, KD, Indicator and KKM in the meeting	1 4	1 4	2 8	6 24	15 60	4,32 86,4	Good High
12.	The teacher distributes group of study	0 0.0	0 0.0	1 4	6 24	18 72	4,70 93,6	Good High
13.	The teacher explains the mechanism for applying the learning experience according to the	0 0.0	0 0.0	0 0.0	3 12	22 88	4,90 97,6	Good High

	learning steps							
							4,67 93,2	Good High

In the table 4.31 of giving reference (students observation), showed point of teacher delivers the material subject that will be discussed at the meeting at score 4 frequencies 6, percentage 24%. Score 5 frequencies 19, percentage 76%. The mean 4,76 good categories. Percentage all 95,2% high categories.

The teacher shows KI, KD, Indicator and KKM in the meeting at score 1 frequencies 1, percentage 4%. Score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 15, percentage 60%. The mean 4.32 good categories. Percentage all 86,4% high categories.

The teacher distributes group of study 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean 4,70 good categories. Percentage all 93,6% high categories.

The teacher explains the mechanism for applying the learning experience according to the learning steps Score 4 frequencies 3, percentage 12%. Score 5 frequencies 22, percentage 88%. The mean is 4,90 good categories. Percentage all 97,6% high categories. All giving

reference activity teaching and learning, mean 4,67 categories good. Average percentage 93,2% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part giving reference by teacher observation shows at table below:

Table 4.32

Giving reference Activity Teaching Learning Introduction

(Teacher Observation)

No	Statement	score and percent	Inter Pretation
10.	The teacher delivers the material subject that will be discussed at the meeting	4 80	Good High
11.	The teacher shows KI, KD, Indicator and KKM in the meeting	3 60	Medium High
12.	The teacher distributes group of study	4 80	Good High
13.	The teacher explains the mechanism for applying the learning experience according to the learning steps	4 80	Good High
		3.75 75	Good High

In the table 4.32 of giving reference (teacher observation), showed point of teacher delivers the material subject that will be discussed at the meeting score 4, good categories. Percentage 80% high categories. The

teacher shows KI, KD, Indicator and KKM in the meeting score 3, good categories. Percentage 60% high categories.

The teacher distributes group of study score 4, good categories. Percentage 80% high categories. The teacher explains the mechanism for applying the learning experience according to the learning steps score 4, good categories. Percentage 80% high categories. The mean is 3,75, good categories. The mean percentage 75%, high categories.

b. Main Activity

Teaching learning main aactivity using snowball throwing in teaching writing in the second meeting included: observing, questioning, exploring, associating, and communicating

1) observing

Teaching-learning main activity of writing skill using snowball throwing part observing by students observation shows at Table below:

Table 4.33

Observing of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
14.	The teacher	0 0.0	0 0.0	3 12	6 24	16 64	4,52 90,4	Good High

No.	Statement	1	2	3	4	5	Mean	Category
	give the students stimuli to focus on the topic							
15.	The teacher explain about definition, generic structure, and language feature of descriptive text in teaching material	0 0.0	0 0.0	2 8	5 20	18 72	4,64 93	Good High
16.	The teacher gives the opportunity for students to identify the example of descriptive text	0 0.0	0 0.0	2 8	4 16	19 76	4,70 93,6	Good High
							4,62 92,3	Good High

In the table 4.33 of observing (students observation), showed point of teacher give the students stimuli to focus on the topic at score 3 frequencies 3, percentage 12%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 16, percentage 64%. The mean is 4,52 with good categories and the mean of percentage 90,4% with high categories.

The teacher explain about definition, generic structure, and language feature of descriptive text score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 18, percentage 72%. The mean is 4,64 with good categories and the mean of percentage is 93% with high categories.

The teacher gives the opportunity for students to identify the example of descriptive text score 3 frequencies 2, percentage 8%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 19, percentage 76%. The mean is 4,70 with good categories and the mean of percentage is 93,6% with high categories.

All main activity teaching and learning, mean 4,62 categories good. Average percentage 92.3% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing part observing by teachers observation shows at below:

Table 4.34

Observing of Main Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter Preta tion
14.	The teacher give the students stimuli to	4	Good

	focus on the topic	80	High
15.	The teacher explain about definition, generic structure, and language feature of descriptive text in teaching material.	4 80	Good High
16.	The teacher gives the opportunity for students to identify the example of descriptive text	5 100	Good High
		4,3 86,6	Good High

In the table 4.34 of observing (teacher observation), showed point of teacher give the students stimuli to focus on the topic at score 4 good categories, percentage 80% high categories. Teacher explain about definition, generic structure, and language feature of descriptive text in teaching material score 4 good categories, percentage 80% high categories. The teacher gives the opportunity for students to identify the example of descriptive text score 5 good categories, percentage 100% high categories. The mean main activities of teaching and learning is 4,3 with medium categories and the mean of percentage is 86,6% with high categories.

2) questioning

Teaching-learning main activity of writing skill using snowball throwing part questioning by students observation shows at table below:

Table 4.35

Questioning of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
17.	The teacher gives the opportunity for students to asks about the material	0 0.0	3 12	3 12	5 20	14 56	4,2 84	Good High
18.	The teacher gives the opportunity for students to asks about generic structure, and language feature of descriptive text	0 0.0	2 8	3 12	6 24	14 56	4,3 85,6	Good High
							4,25 85	Good High

In the table 4.35 of questioning (students observation), showed point of teacher gives the opportunity for students to asks about the material and the use of snowball throwing technique at score 2 frequencies 3,

percentage 12%. score 3 frequencies 3, percentage 12%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 14, percentage 56%. The mean is 4,2 with good categories and the mean of percentage is 84% with high categories.

The teacher gives the opportunity for students to asks about generic structure, and language feature of descriptive text score 2 frequencies 2, percentage 8%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 14, percentage 56%. The mean is 4,3 good categories, and percentage all is 85,6% high categories.

All main activity teaching and learning, mean 4,25 categories good. Average percentage 85% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning main activity of writing skill using snowball throwing by teacher observation shows at table below:

Table 4.36

Questioning of Main Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter Preta tion
24.	The teacher gives the opportunity for	4	Good

	students to ask about the material and the use of snowball throwing strategy.	80	High
25.	The teacher gives the opportunity for students to asks about generic structure, and language feature of descriptive text	4 80	Good High
		4 80	Good High

In the table 4.36 of questioning (teacher observation), showed point of teacher gives the opportunity for students to asks about the material and the use of snowball throwing strategy score 4 medium categories, percentage 80% high categories. The teacher gives the opportunity for students to ask about generic structure, and language feature of descriptive text score 4 good categories, percentage 80% high categories. The mean main activities of teaching and learning is 4 with good categories and the mean of percentage is 80% with high categories.

3) Collecting data/ Exploring

Teaching-learning main activity of writing skill using snowball throwing part collecting data/ exploring by students observation shows at Table below:

Table 4.37

Collecting Data/ Exploring of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
19.	The teacher invites students to sit with their groups that have been divided at the previous meeting	0 0.0	1 4	2 8	3 12	19 76	4,6 92	Good High
20.	The teacher returns the students work to each group	0 0.0	0 0.0	1 4	6 24	18 72	4,7 93,6	Good High
21.	The teacher asks students to put their work into a plastic ball	0 0.0	2 8	2 8	2 8	19 76	4,52 90,4	Good High
22.	The students throw the plastic ball for 5 seconds	0 0.0	1 4	3 12	4 16	17 68	4,5 89,6	Good High
							4,6 91,4	Good High

In the table 4.37 of collecting data (students observation), showed point of teacher invites students to sit with their groups that have been divided at the previous meeting at score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 3, percentage 12%. Score 5 frequencies 19, percentage 76%. The mean 4,6 good categories. Percentage all 92% high categories.

The teacher returns the students work to each group score 3 frequencies 1, percentage 4%. Score 4 frequencies 6, percentage 24%. Score 5 frequencies 18, percentage 72%. The mean 4,7 good categories. Percentage all 93,6% high categories.

The teacher asks students to put their work into a plastic ball score 2 frequencies 2, percentage 8%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 2, percentage 8%. Score 5 frequencies 19, percentage 76%. The mean 4.52 good categories. Percentage all 90,4% high categories.

The students throw the plastic ball for 5 seconds score 2 frequencies 1, percentage 4%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 17, percentage 68%. The mean 4.5 good categories. Percentage all 89,6% high categories.

All collecting data / exploring main activity teaching and learning, mean 4,6 categories good. Average percentage 91,4% high categories.

Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part collecting data by teacher observation shows at table below:

Table 4.38

Collecting data / exploring main Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter Pretation
1	The teacher invites students to sit with their groups that have been divided at the previous meeting	5 100	Good High
20.	The teacher returns the students work to each group	5 100	Good High
21.	The teacher asks students to put their work into a plastic ball	4 80	Good High
22.	The students throw the plastic ball for 5 seconds	4 80	Good High
		4,5 90	Good High

In the table 4.38 of collecting data (teacher observation), showed point of teacher invites students to sit with their groups that have been divided at the previous meeting score 5, good categories. Percentage 100% high categories. The teacher returns the students work to each group score 5, good categories. Percentage 100% high categories. The teacher asks students to put their work into a plastic ball score 4, good

categories. Percentage 80% high categories. The students throw the plastic ball for 5 seconds score 4, good categories. Percentage 80% high categories.

The mean is 4,5 good categories. The mean percentage 90%, high categories. Summary activity teaching learning writing skill using snowball throwing is good.

4) **Associating**

Teaching-learning main activity of writing skill using snowball throwing part associating by student's observation shows at table below:

Table 4.39

Associating of Main Activity Teaching-Learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
23.	The teacher asks the students to re-identify generic structure, and language feature of descriptive text	0 0.0	2 8	3 12	4 16	16 64	4,36 87,2	Good High
24.	The students	0 0.0	2 8	2 8	4 16	17 68	4,44 90	Good High

	analyze generic structure, and language feature of the text that have been made by other students								
								4.4 88,6	Good High

In the table 4.39 of associating (students observation), showed point of teacher asks the students to re-identify generic structure, and language feature of descriptive text score 2 frequencies 2, percentage 8%. Score 3 frequencies 3, percentage 12%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 16, percentage 64%. The mean is 4,36 good categories, and percentage all is 87,2% high categories.

The students analyze generic structure, and language feature of the text that have been made by other students score 2 frequencies 2, percentage 8%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 4, percentage 16%. Score 5 frequencies 17, percentage 68%. The mean is 4,44 good categories, and percentage all is 90% high categories.

All main activity teaching and learning, mean 4,4 categories good. Average percentage 88,6% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part associating by teacher observation shows at table below:

Table 4.40

Associating of Main Activity Teaching Learning

(Teachers Observation)

No	Statement	score and percent	Inter Preta tion
23.	The teacher asks the students to re-identify generic structure, and language feature of descriptive text	4 80	Good High
24.	The students analyze generic structure, and language feature of the text that have been made by other students	4 80	Good High
		4 80	Good High

In the table 4.40 of associating (teacher observation), showed point of teacher asks the students to re-identify generic structure, and language feature of descriptive text score 4 good categories, percentage 80% high categories. The students analyze generic structure, and language feature of the text that have been made by other students score 4 good categories, percentage 80% high

categories. The mean is 4 good categories, the percentage is 80%

high categories.

5) **Communicating**

Teaching-learning main activity of writing skill using

snowball throwing   part communicating by student's observation

shows at Table below:

Table 4.41

Communicating of main activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
25.	The students present their work and read the descriptive writing in front of the class	0 0.0	0 0.0	0 0.0	4 16	21 84	4,84 97	Good High

In the table 4.41 of communicating (students observation), showed

point of students present their work and read the descriptive writing in

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front of the class at score 4 frequencies 4, percentage 16%. Score 5 frequencies 21, percentage 84%. The mean is 4,84 good categories, and percentage all is 97% high categories. All main activity teaching and learning, mean 4,84 categories good. Average percentage 97% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

Teaching-learning introduction activity of writing skill using snowball throwing part communicating by teacher observation shows at table below:

Table 4.42
Communicating of main activity teaching learning
(Teacher Observation)

No	Statement	score and percent	Inter pretation
25.	The students present their work and read the descriptive writing in front of the class	4 80	Good High

In the table 4.42 of communicating (teacher observation), showed point of students present their work and read the descriptive writing in front of the class score 4 good categories, percentage 80% high categories. The mean is 4 good categories, the percentage is 80% high categories.

c. Closing

Teaching learning part closing activity using snowball throwing in teaching writing in the second meeting by student's observation showed at table below:

Table 4.43

Last part activity teaching-learning

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
26.	The students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students	0 0.0	0 0.0	0 0.0	14 56	11 44	4,44 90	Good High
27.	The teacher asks several questions verbally to test students insight into the material that has been delivered	0 0.0	0 0.0	5 20	5 20	15 60	4,4 88	Good High
28.	Increase	1	1	2	5	16	4,36	Good

students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well.	4	4	8	20	64	87,2	High
						4,4 88,4	Good High

In the table 4.43 of closing (students observation), showed point of students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving Score 4 frequencies 14, percentage 56%. Score 5 frequencies 11, percentage 44%. The mean is 4,44 good categories, and percentage all is 90% high categories.

The teacher asks several questions verbally to test student's insight into the material that has been delivered Score 3 frequencies 5, percentage 20%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 15,

percentage 60%. The mean is 4,4 good categories, and percentage all is 88% high categories.

Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 1 frequencies 1, percentage 4%. Score 2 frequencies 1, percentage 4%. Score 3 frequencies 2, percentage 8%. Score 4 frequencies 5, percentage 20%. Score 5 frequencies 16, percentage 64%. The mean is 4,36 good categories, and percentage all is 87,2% high categories.

All last part activity teaching and learning, mean 4,4 categories good. Average percentage 88,4% high categories. Summary activity teaching learning speaking skill using participation point system is good

Teaching-learning last part activity of writing skill using snowball throwing by teacher observation shows at table below:

Table 4.44

Last Part Activity Teaching Learning

(Teacher Observation)

No	Statement	score and percent	Inter pretation
26.	The students to do stimulate, to resume, reflect,	4	Good

	and to find out the result to do reflection or to make summary by involving students	80	High
27.	The teacher asks several questions verbally to test students insight into the material that has been delivered	3 60	Good High
28.	Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well	4 80	Good High
		3,66 73,3	Good High

In the table 4.44 of closing (teacher observation), showed point of students to do stimulate, to resume, reflect, and to find out the result to do reflection or to make summary by involving students score 4, percentage 80%.The teacher asks several questions verbally to test students insight into the material that has been delivered score 3, percentage 60%. Increase students to be grateful for the power of God that is able to create living things and nature with various roles and benefits for life. Give awards (praise in oral and written) to groups or individuals who perform well score 4, percentage 80%.

The mean is 3,66 good categories, the percentage is 73,33% high categories. Summary activity teaching learning writing skill using snowball throwing is good.

d. Post-test

Teaching-learning introduction activity of writing skill using snowball throwing part post-test by student's observation shows at table below:

Table 4.45

Pre-test Activity Teaching Learning Introduction

(Students Observation)

No	Statement	Criteria, Scores, Frequencies, and percent					Mean of score and percent	Inter Preta tion
		Worse	Bad	Quite	Good	Very Good		
		1	2	3	4	5		
29.	Teacher notifies students to do post-test	0 0.0	0 0.0	0 0.0	6 24	19 76	4,76 95,2	Good High
30.	Teacher gives the related topic	0 0.0	0 0.0	0 0.0	3 12	22 88	4,88 97,6	Good High
31.	Teacher delivers the technique that will be made by	0 0.0	0 0.0	0 0.0	8 32	17 68	4,7 93,6	Good High
32.	Teacher delivers the test-taking technique	0 0.0	0 0.0	0 0.0	5 20	20 80	4,8 96	Good High
33.	Teacher asks students to do post-test	0 0.0	0 0.0	0 0.0	4 16	21 84	4,9 97	Good High
							4,80 96	Good High

In the table 4.45 of post-test (students observation), showed point of teacher notifies students to do pre-test score 4 frequencies 6, percentage 24%. Score 5 frequencies 19. Percentage 76. The mean 4,76 has good categories. The percentage 95,2%; high categories.

Teacher gives the related topic score 4 frequencies 3, Percentage 12%. Score 5 frequencies 22, percentage 88%. The mean 4,88 has good categories. Percentage 97,6,%; has high categories.

Teacher delivers the technique that will be made by Score 4 frequencies 8, percentage 32%. Score 5 frequencies 17, percentage 68%. The mean 4,7 has good categories. The percentage 93,6% high categories.

Teacher delivers the test-taking technique Score 4 frequencies 5, percentage 20%. Score 5 frequencies 20, percentage 80%. The mean 4,8 has good categories. Percentage 96%; has high categories.

Teacher asks students to do pre-test Score 4 frequencies 4, percentage 16%. Score 5 frequencies 21, percentage 84%. The mean 4,9; has good categories. Percentage 97%; has high categories. All giving post-test activity, mean 4,80 categories good. Average percentage 96% high categories. Summary activity teaching learning writing skill using snowball throwing is good

Teaching-learning introduction activity of writing skill using snowball throwing part post-test by teacher observation shows at table below:

Table 4.46

Pre-test Activity Teaching Learning Introduction

(Teacher Observation)

No	Statement	score and percent	Inter pretation
29.	Teacher notifies students to do post-test	5 100	Good High
30.	Teacher gives the related topic	5 100	Good High
31.	Teacher delivers the number of words that will be made by	4 80	Good High
32.	Teacher delivers the test-taking technique	5 100	Good High
33.	Teacher asks students to do post-test	4 80	Good High
		4.6 92	Good High

In the table 4.46 of post-test (teacher observation), showed point of teacher notifies students to do pre-test score 5, good categories. Percentage 100%; high categories. Teacher gives the related topic score 5, good categories. Percentage 100%; high categories. Teacher delivers the number of words that will be made by score 4, good categories. Percentage 80%; high categories.

Teacher delivers the test-taking technique score 5, good categories. Percentage 100%; high categories. Teacher asks students to do pre-test score 4, good categories. Percentage 80%; high categories. The mean of all giving reference activity teaching-learning is 4.6; good categories. The mean percentage 92%; high categories.

All of the teaching learning activity writing skill using snowball throwing in the second meeting by student's observation showed at table below:

Table 4.47

All of the teaching learning activity in the second meeting

(Students Observation)

No	Element	Ideal score	Average of score result	Percentage	Categories
IV. Introduction					
1.	Orientation	5	4,8	96	High
2.	Apperception	5	4,7	93,6	High
3.	motivation	5	4,75	95	High
4.	Giving reference	5	4,67	93,2	High
5.	Post-test	5	4,8	96	High
V. Main					
6.	Observing	5	4,62	92,3	High
7.	Questioning	5	4,25	85	High
8.	Data collection	5	4,6	91,4	High
9.	Associating	5	4,4	88,6	High
10.	Communicating	5	4,84	97	High
VI. Last Part					
11.	Closing	5	4,4	88,4	High
Mean			4,62	92,4	High

In the table 4.47 of activity teaching learning writing skill using snowball throwing in the second meeting (students observation) showed part introduction; orientation score average 4,8 percentage 96%; high categories. Apperception score average 4,7 percentage 93,6%; high categories. Motivation score average 4,75 percentage 95%; high categories. Giving reference score average 4,67 percentage 93,2%; high categories. Post-test score average 4,8, percentage 96%; high categories.

In the point activity teaching learning writing skill using snowball throwing in the second meeting showed: part main: observing score average 4,62 percentage 92,3%. Questioning score average 4,25 percentage 85% high categories. Data collection score average 4,6 percentage 91,4%; high categories. Associating score average 4,4 percentage 88,6% high categories. Communicating score average 4,84, percentage 97% high categories.

In the point activity teaching learning writing skill using snowball throwing in the second meeting showed: last part closing score 4,4percentage 88,4%; high categories. All activity teaching learning writing skill using snowball throwing in the second meeting score average 4,62 percentage 92,4% high categories.

All of the teaching learning activity writing skill using snowball throwing strategy in the second meeting by teacher observation showed at table below:

Table 4.48

All of the teaching learning activity in the second meeting

(Teacher Observation)

No	Element	Average of score result	Percentage	Categories
IV. Introduction				
1.	Orientation	4,6	93,3	High
2.	Apperception	4,3	86,6	High
3.	Motivation	4,3	86,6	High
4.	Giving reference	3,75	75	High
5.	Post-test	3,6	92	High
V. Main				
6.	Observing	4,3	86,6	High
7.	Questioning	4	80	High
8.	Data collection	4,5	90	High
9.	Associating	4	80	High
10.	Communicating	4	80	High
VI. Last Part				
11.	Closing	3,6	73,3	High
Mean		4,08	83,9	High

In the table 4.48 of all of teaching learning activity in the second meeting (teacher observation), showed point of part introduction; orientation score average 4,6 percentage 93,3%; high categories. Apperception score average 4,33 percentage 86,6% high categories. Motivation score average 4,3 percentage 86,6% high categories. Giving reference score average 3,75 percentage 75% high categories. Post-test score average 4,6, percentage 92%; high categories.

In the point activity teaching learning writing skill using snowball throwing technique the second meeting showed: part main: observing

score average 4,3, percentage 86,6%. Questioning score average 4 percentage 80% high categories. Data collection score average 4,5, percentage 90% high categories. Associating score average 4, percentage 80% high categories. Communicating score average 4, percentage 80% high categories.

In the point activity teaching learning writing skill using snowball throwing in the second meeting showed: last part closing score 3,6 percentage 73,3%; high categories. All activity teaching learning writing skill using snowball throwing in the second meeting score average 4,08 percentage 83,9%; high categories.

To find out it, the researcher identified some result, they are: the scores of students before treatment (pre-test), the scores of students after treatment (post-test), and the differences between pre-test and post-test scores of students and from the differences of student's condition between the students who are taught by using snowball throwing strategy in teaching writing.

The result of post-test in experimental class named variable (X_1) and the result of post-test in control class named variable (Y_2). In the pre-test, students write a descriptive text about person, and in the post-test, the students write a descriptive text about favorite teacher based on their own words. It can be shows in the table below:

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1. **Experimental Class**

The researcher described the result of a pre-test at the experimental class by the table as bellow:

Table 4.49
The students score of the pre-test at the experimental class

No	Name	Criteria					Score
		C	O	G	V	M	
1	AR	3	3	2	2	2	62
2	AF	2	2	1	2	1	41
3	AIS	3	2	2	2	2	57
4	EI	3	3	2	2	2	62
5	ERF	2	3	2	3	2	58
6	IP	2	2	1	1	1	37
7	MS	3	3	2	2	2	62
8	MA	2	2	2	3	2	53
9	MI	3	3	2	3	2	66
10	MR	3	3	2	3	2	66
11	MY	3	2	2	2	2	57
12	MH	2	2	2	2	1	46
13	NH	2	2	1	2	2	45
14	PR	3	3	2	3	2	66
15	RA	2	2	2	2	2	50
16	RAS	3	3	2	3	2	66
17	RT	3	2	2	2	1	54
18	RI	1	2	2	2	2	46
19	SP	3	2	2	2	2	57
20	SA	3	2	2	2	2	57
21	SF	3	2	2	3	2	61
22	SL	2	2	1	2	2	45
23	TN	2	3	2	3	2	59
24	QH	2	3	2	3	2	58
25	WA	2	2	1	2	2	57
Total Score		1.440					
Average		57.6					

The first table 4.49 above showed the result of student's pre-test scores on the criteria in writing ability at the experimental class. That the data showed the highest score was 66 and the lowest score was 37. There are four students who got the highest and one student who got the lowest score. So the average score of the pre-test was 57.6 while the result of post-test at the experimental class got better score than pre-test. It can be described as follow:

Table 4.50

The students score of the post-test at the experimental class

No	Name	C	O	G	V	M	Score
1	AR	4	4	3	4	3	91
2	AF	3	3	2	2	3	62
3	AIS	4	3	3	3	3	82
4	EI	4	4	3	4	3	91
5	ERF	3	3	2	3	2	66
6	IP	3	2	2	2	2	57
7	MS	4	3	3	3	2	78
8	MA	4	3	3	3	2	78
9	MI	4	3	3	3	3	82
10	MR	4	4	3	3	3	87
11	MY	4	3	2	3	3	77
12	MH	3	3	2	3	2	66
13	NH	3	3	2	3	3	70
14	PR	3	4	3	3	3	80
15	RA	4	4	3	3	2	83
16	RAS	4	4	3	3	3	87
17	RT	3	3	3	3	4	78
18	RI	3	3	3	3	3	75
19	SP	4	4	2	3	2	78
20	SA	4	4	3	3	3	87

21	SF	4	3	3	3	3	82
22	SL	3	3	2	2	2	62
23	TN	4	3	3	2	2	75
24	QH	4	3	2	3	2	73
25	WA	4	4	3	3	3	87
Total Score	1.934						
Average	77.36						

The second table 4.50 above showed the result of student's post-test scores on the criteria in speaking ability at the experimental class. That the data showed the highest score was 91, and the lowest score was 57. There are two students who got the highest score and one student who got the lowest score. So the average score of the post-test was 77.36.

Based on the explanation above, it showed the result from post-test at experimental class was greatly improved after giving treatment, the result was better than the pre-test. It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, that's $57.6 < 77.36$.

2. **Control Class**

The researcher describes the result of pre-test at the control class by the table as below:

Table 4.51

The students score of the pre-test at the control class

No	Name	Criteria					Score
		C	O	G	V	M	
1	AH	2	2	1	1	1	37
2	AA	3	2	1	2	2	52
3	FE	2	2	3	2	3	53
4	HIS	2	2	1	1	1	37
5	IS	2	2	1	2	1	41
6	IM	1	1	2	2	2	37
7	IN	2	1	1	2	1	36
8	IO	3	2	2	2	2	57
9	LA	1	2	1	2	2	37
10	MH	3	2	2	2	2	57
11	MD	2	2	1	1	1	37
12	MIA	3	2	2	2	2	57
13	MF	1	1	2	2	1	34
14	MN	2	2	1	2	2	45
15	MY	3	2	1	2	1	49
16	MA	2	2	1	1	1	37
17	NA	2	2	1	2	2	45
18	PR	2	2	1	2	1	41
19	RU	2	2	1	2	2	45
20	RD	3	2	2	2	2	57
21	RA	2	2	2	2	2	50
22	SI	2	2	1	1	1	37
23	SL	2	2	2	3	2	53
24	SA	3	2	2	2	2	57
25	SF	2	2	2	2	2	50
Total Score		1.138					
Average		45.52					

The third table 4.51 above showed the result of student's pre-test scores on the criteria in writing ability at the control class. That the data

showed the highest score was 57, and the lowest score was 36. There are four students who got the highest and one student who got the lowest score. So the average score of the pre-test was 45,52 while the result of post-test at the control class got better score. It can be described as follow:

Table 4.52

The students score of the post-test at the control class

No	Name	Criteria					Score
		C	O	G	V	M	
1	AH	3	2	2	2	2	57
2	AA	4	3	2	3	2	74
3	FE	3	3	2	3	2	66
4	HIS	3	3	2	2	2	62
5	IS	3	2	2	2	2	57
6	IM	3	3	1	2	1	54
7	IN	2	2	2	2	1	46
8	IO	3	3	2	2	2	62
9	LA	3	3	2	2	1	59
10	MH	4	3	3	3	2	82
11	MD	2	1	2	1	2	41
12	MIA	4	4	3	3	2	83
13	MF	3	3	2	2	2	62
14	MN	3	3	2	3	2	66
15	MY	3	2	2	2	1	54
16	MA	3	3	1	2	1	54
17	NA	3	3	2	2	2	62
18	PR	3	3	2	3	2	66
19	RU	3	3	2	2	2	62
20	RD	4	3	2	3	2	74
21	RA	4	4	2	3	2	79
22	SI	3	2	1	2	1	48

23	SL	3	2	2	2	2	57
24	SA	3	3	2	3	3	70
25	SF	3	3	2	3	2	66
Total Score	1.563						
Average	62.52						

The forth table above 4.52 showed the result of students post-test scores on the criteria in writing skill at the control class. That the data showed the highest score was 83, and the lowest score was 41. There are one student who got the highest score and one student who got the lowest score. So the average score of the post-test was 62,52

Based on the explanation above, it showed the result from post-test at control class was greatly improved after giving treatment, the result was better than the pre-test. It is seen from the average between the post-test and pre-test. Average of post-test was better than the average of pre-test, that 45,52 < 62,52

B. Data Analysis

Based on the data collected from post-test of experiment class and control class, the researcher got the average scores of test in experimental class was 77,3. While the average scores of control class was 62,5.

1. **Experiment class**

   Based on the data above, The researcher analysis the data by comparing students score in pre-test and post-test in experiment class from the lower to the higher and explaining by the table as follow:

Table 4.53

The difference score between pre-test and post-test at experiment class

No	Name	Pre-test X_1	Post-test X_2	Deviation $(X=X_2-X_1)$	Squared Deviation X^2
1	AR	62	91	29	841
2	AF	41	62	21	441
3	AIS	57	82	25	625
4	EI	62	91	29	841
5	ERF	58	66	8	64
6	IP	37	57	20	400
7	MS	62	78	16	256
8	MA	53	78	25	625
9	MI	66	82	16	256
10	MR	66	87	21	441
11	MY	57	77	20	400
12	MH	46	66	20	400
13	NH	45	70	25	625
14	PR	66	80	14	196
15	RA	50	83	33	1089
16	RAS	66	87	21	441
17	RT	54	78	24	576
18	RI	42	75	33	1089
19	SP	57	78	21	441
20	SA	57	87	30	900
21	SF	61	82	21	441

22	SL	52	62	17	289
23	TN	59	75	16	256
24	QH	58	73	15	225
25	WA	57	87	30	900
Total		$\Sigma X_1 =$ 1.440	$\Sigma X_2 =$ 1.934	$\Sigma X =$ 550	$\Sigma (X)^2 =$ 13.058

Based on the fifth table 4.53 above showed that the score difference between pre-test and post-test at the experiment class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the experimental class, the biggest score was 33 and the lowest difference was 8.

2. **Control class**

The researcher analysis the data by comparing students score in pre-test and post-test in control class from the lower to the higher and explaining by the table as follow:

Table 4.54

The difference score between pre-test and post-test at control class

No	Name	Pre-test Y_1	Post-test Y_2	Deviation $(Y=Y_2-Y_1)$	Squared Deviation (Y^2)
1	AH	37	57	20	400
2	AA	52	74	22	484
3	FE	53	66	13	169

4	HIS	37	62	25	625
5	IS	41	57	16	256
6	IM	37	54	17	289
7	IN	36	46	10	100
8	IO	57	62	5	25
9	LA	37	59	22	484
10	MH	57	82	25	625
11	MD	37	41	4	16
12	MIA	57	83	26	676
13	MF	54	62	8	64
14	MN	45	66	21	441
15	MY	49	54	5	25
16	MA	37	54	17	289
17	NA	45	62	17	289
18	PR	41	66	25	625
19	RU	45	62	17	289
20	RD	57	74	17	289
21	RA	50	79	29	841
22	SI	37	48	11	121
23	SL	53	57	4	16
24	SA	57	70	13	169
25	SF	50	66	16	256
Total		$\Sigma Y_1 = $ 1.138	$\Sigma Y_2 = $ 1.563	$\Sigma Y = $ 405	$\Sigma (Y)^2 = $ 7.833

Based on the sixth 4.54 table above showed that the score difference between pre-test and post-test at the control class. The difference score was the result from the post-test scores subtract pre-test score. There was significant difference score between pre-test and post-test at the control class, the biggest score was 29 and the lowest difference was 4.

From the data above, the researcher t-test calculated using the steps as follow:

1. Determine mean of score experiment class (MX), with formula as follow:

$$MX = \Sigma XN \frac{\Sigma X}{N}$$

$$= 550\,25\,\frac{550}{25}$$

$$= 22$$

The result above showed us about the average score (mean) at the experimental class. The researcher got the data from $\Sigma X \Sigma X_1$, $\Sigma X \Sigma X_2$, and $\Sigma X \Sigma X$. The researcher calculated the data based on the formula above.

2. Determine mean of control class (MY), with formula as follow:

$$MY = \Sigma YN \frac{\Sigma Y}{N}$$

$$= 405\,25\,\frac{405}{25}$$

$$= 16{,}2$$

The result above showed us about the average score (mean) at the control class. The researcher got the data from $\Sigma Y \Sigma Y_1$, $\Sigma Y \Sigma Y_2$, and $\Sigma Y \Sigma Y$. The researcher calculated the data based on the formula above.

3. Determine standard deviation score of experiment class (X^2), with formula as follow:

$$SD_x = \text{on } \Sigma X 2N \sqrt{\frac{\Sigma X^2}{N}}$$

$$= \text{on } 13{,}058\,25 \ \frac{\sqrt{13.058}}{25}$$

$$= \text{on} 522{,}32 \ \sqrt{522{,}32}$$

$$= 22{,}85$$

The result above showed about standard deviation score at experiment class. The researcher got the data from $\Sigma X \Sigma X_1$, $\Sigma X \Sigma X_2$, $\Sigma X \Sigma X$ and $\Sigma (X) \Sigma (X)^2$. Afterword the researcher calculated the data based on the formula above.

4. Determine standard deviation score of control class (Y^2), with formula as follow:

$$SD_y = \text{on } \Sigma Y 2N \sqrt{\frac{\Sigma Y^2}{N}}$$

$$= \text{on} 7833\,25 \ \frac{\sqrt{7.833}}{25}$$

$$= \text{on} 313{,}3 \ \sqrt{313{,}3}$$

$$= 17{,}70$$

The result above showed about standard deviation score at control class. The researcher got the data from $\Sigma Y \Sigma Y_1$, $\Sigma Y \Sigma Y_2$, Σ

Y$\sum Y$ and Σ (Y) $\sum (Y)^2$. Afterword the researcher calculated the data based on the formula above.

5. Determine standard error of mean at experiment class (X) using the formula as follows:

$$SE_{Mx} = SDyN - 1\frac{SD_x}{N-1}$$
$$= 22{,}85on25\text{-}1\ \frac{22{,}85}{\sqrt{25-1}}$$

$$= 22{,}85on24\ \frac{22{,}85}{\sqrt{24}}$$

$$= on\ 4{,}89\ \sqrt{4{,}89}$$

$$= 4{,}67$$

The result above showed about standard error of mean at experiment class. The researcher got the data from standard deviation of experiment class (X Variable). Afterword the researcher calculated the data based on the formula above.

6. Determine standard error of mean at control class (Y) using the formula as follow:

$$SE_{My} = SEyN - 1\frac{SD_y}{N-1}$$

$$= 17.70on25\text{-}1\ \frac{17.70}{\sqrt{25-1}}$$

$$= 17.70on24\ \frac{17.70}{\sqrt{24}}$$

$$= on\ 4{,}89,\ \sqrt{4{,}89}$$

$$= 3{,}62$$

The result above showed about standard error of mean at control class. The researcher got the data from standard deviation of control class (Y Variable). Afterward the researcher calculated the data based on the formula above.

7. Determine standard error, difference of mean between variable X and variable Y. with the formula as follow:

8. $SE_{Mx-My} = $ on SEMX $\sqrt{SE_{Mx2} + SEMY^{SEMy2}}$

$$= \text{on} \, 4{,}67 + 3{,}62 \, \sqrt{4{,}67^2 + 3{,}62^2}$$

$$= \text{on} \, 21{,}8 + 13{,}1 \sqrt{21{,}8 + 13{,}1}$$

$$= \text{on} \, 35 \sqrt{35}$$

$$= 6$$

The result above showed about the differences standard error of mean between experiment class and control class. The researcher got the data from standard error of mean at experiment class and control class. Afterword the researcher calculated the data based on the formula above.

9. Determine value of "t_o" with using the formula as follow:

$t_0 = $ Mx- MySEMx $-$ My $\frac{M_x - M_y}{SE_{Mx-My}}$

$$= \frac{22-16{,}2}{4{,}67-3{,}62}$$

$$= \frac{5,8}{1,05}$$

$$= 5.5$$

The t-test value of 5,8 is called the t_{hitung} value. To determine the significant level of difference it should be used the t_{table} value contained in the table t_{table} values must be found first degree of freedom (df) by using formula:

$DF = N_1 + N_2 - 2$

$\quad = 25 + 25 - 2$

$\quad = 50 - 2$

$\quad = 48$

Based on df = 48 in table t, with 5% significance level found t_{table} 1,67 and with 1% significance level found t_{table} 2,40. So the result is t_t is 5% < t_o, or t_o > t_t 1%. It is mean that t_o (t observation) is higher than t_t (t table).

To know whether it is significant or not we have to look at the t table in appendix. The result of t_t on significant 5% = 1,67 and 1% = 2,40. It indicates that t_o > t_t or 5.5 > 1,67 and 5.5 > 2,40 so the zero hypothesis are rejected and the alternative hypothesis is accepted. It means. There is a significant the effectiveness of teaching speaking using participation point system.

C. Hypothesis testing

From the result of pre-test and post-test in experimental class, the researcher can be concluded that from the lowest score in pre-test is 37 and the highest score in pre-test is 66. After the researcher conducted treatment of using snowball throwing technique toward students' writing skill on descriptive text and also conducted post-test. The lowest score in post-test is 57 and the highest score in post-test is 91.

Before deciding the result of hypothesis the researcher purpose interpretation toward t_o (t observation) with procedure as follow:

1. Ha (Alternative Hypothesis) : $t_{observation} > t_{table}$ it means there is significant difference between teaching writing skill using snowball throwing at the second grade of SMPN 3 Warunggunung.

2. Ho (Null Hypothesis) : $t_{observation} < t_{table}$ it means there is no significant difference between the effectiveness of teaching writing skill by using snowball throwing at the second grade of SMPN 3 Warunggunung.

From the result above, the researcher gives conclusion that it means there is a significant different of using snowball throwing technique in teaching students writing skill on descriptive text. It can be seen after comparing the score of pre-test (before using snowball throwing) and post-test (after using snowball throwing).

D. The interpretation of data

Using snowball throwing was effective to teach descriptive text at the second grade of SMPN 3 Warunggunung. It can be seen from the result of analysis by using t test formula:

1. The achievement of descriptive text of experimental and control group before treatment is equal. It can be seen from the mean of pre-test of experimental class is 57,6 and the mean of control class is 45,52 before treatment. It means there is no significant difference in students' achievement between experiment and control group.

2. The result of pre-test showed that the most of students had many serious problems in writing descriptive aspect. In content aspect the researcher found that the students were still limited knowledge and did not enough development of the ideas. In organization aspect showed they still did not know how to described person in detail, they often jumped from one person to another that made the written become confusing and disconnected. In term of vocabulary mastery, they had limited range of words as there were still many errors of word choice in their sentences. They also made many errors of agreement, tenses, punctuation, spelling and also capitalization.

3. The achievement of descriptive text of experimental class after treatment was better than experimental group before treatment. It can

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be seen from the mean of post-test in the experimental class 77.36 is higher pre-test than pre-test in experimental class 57.6

4. The result of post-test in experimental class after given treatment by using snowball throwing technique, that the students have big enthusiasm in teaching learning process in writing class. They know how to described person in detail and they can choose the word in their sentence based on the topic given. They also mastery the material and writing aspect.

5. The achievement of descriptive text of control group after learning process is higher than control group before learning process. It can be seen from the mean of post-test of control class 62.52 is higher than the mean of pre-test of control class 45.52 after treatment.

6. The achievement of descriptive text of experimental class after treatment is better than control group after treatment. It can be seen from the mean of post-test of experimental class 77.36 is bigger than the mean of post-test of control class 62.52 after treatment.

7. The case in both groups is the same that is significant difference in each group's cognitive achievement. However, the difference on control group is not as much as on the experimental group. Based on calculation of the test above is know that t table with level significant 5% = 1,67 and with level significant 1% = 2,40 so 1,67 < 2,40 it is

mean that $t_o > t_t$ and the researcher conclude that the alternative hypothesis is accepted, it is mean there is significant difference between learning writing using snowball throwing technique in experiment class and without using snowball throwing technique in control class.

It can be concluded that the use of snowball throwing technique in teaching writing is better and more effective then without snowball throwing technique at the second grade of SMPN 3 Warunggunung. Because of snowball throwing technique can gives the students enthusiasm in the classroom activities which the enthusiasm can encouraging students easily to accept material and mastery the writing aspect.