

# THE EFFECTIVENESS OF TEACHING SPEAKING USING SNOWBALL THROWING TO IMPROVE STUDENTS SPEAKING ABILITY OF THE ELEVENTH-GRADE STUDENTS AT SMAN 4 KEDIRI IN ACADEMIC YEAR 2022/2023

Soraidah Maghfiratul Jannah<sup>1</sup>, Suhartono<sup>2</sup>, Mahendra Puji Permana Aji<sup>3</sup>

1 English Department University of Nusantara PGRI Kediri, Kediri, Indonesia. [soraidahjannah23@gmail.com](mailto:soraidahjannah23@gmail.com)

2 English Department University of Nusantara PGRI Kediri, Kediri, Indonesia. [suhartono.unp@gmail.com](mailto:suhartono.unp@gmail.com)

3 English Department University of Nusantara PGRI Kediri, Kediri, Indonesia. [mahendra.puji@gmail.com](mailto:mahendra.puji@gmail.com)

## ABSTRACT

*Students should practice speaking since it will help them communicate more effectively. It enables listeners to understand the speaker and avoid misunderstandings. However, teaching speaking is a complex undertaking. During the learning process, students face numerous challenges, such as a lack of vocabulary, speaking fluency, and inaccurate pronunciation. These issues can be overcome by employing a non-monotonous learning model. The snowball throwing model is one of the non-monotonous learning strategies that can increase students' speaking skills. This study was carried out to answer the following problem formulations: (1) What were the students' speaking abilities before being taught using the snowball throwing model at SMAN 4 Kediri? (2) How is the students' speaking ability after using the snowball throwing model at SMAN 4 Kediri? (3) How far is the effectiveness before and after the snowball throwing model at SMAN 4 Kediri? The quantitative research approach employed in this study was a pre-experimental study with pre-test and post-test design. Class XI IPS 4 samples were chosen. One group of 35 students was involved. The data were acquired using the following procedures: conducting the pre-test, giving the treatment, and conducting the posttest. After obtaining the test score, the data was examined and processed in SPSS using the t-test procedure. The pre-test results mean 47.40; after the pre-test, the treatment was given in the form of using the snowball throwing model on teaching speaking to improve students' speaking skills; during the treatment, there was an increase, as evidenced by the post-test results, which mean 72.37. To determine the importance, compare  $t_{count}$  to  $t_{table}$  is obtained at a significant level of 5%, and when compared to  $t_{count}$  17.464, it can be shown that  $t_{count}$  is more than  $t_{table}$ , namely  $17.464 > 2.034$ . As a result, there is a considerable difference between the pre-test and post-test within the sample group. As a result, the alternative hypothesis ( $H_a$ ) is supported, and the hypothesis ( $H_0$ ) is rejected, indicating that the snowball-throwing model in teaching speaking effectively improves students' speaking ability.*

**KEYWORDS:** Snowball Throwing, Teaching Speaking, Speaking Ability

## INTRODUCTION

Education is essential to everyone, according to Alpian et al. (2019), who also stated that

Education is crucial for humans; with Education, we can develop self-competence to answer the challenges of an increasingly advanced and modern era. With Education, we can become fully human because, as humans, we must have knowledge, attitudes, and noble manners as the implementation of Education itself. Four essential communication skills in the English language are required, i.e., listening, speaking, reading, and writing. Possessing intuitive speaking skills is considered to be the most critical aspect of language proficiency. Mr. Wachendorf, as the first individual to serve as the Head of the Inspectorate of the Center for English Teaching at the Ministry of Education, stated that English is the first foreign language that must be taught in Indonesian secondary schools. This led to the development of English language learning.

. According to the English Proficiency Index (2022), Indonesia ranks 81 out of 111 countries worldwide and is classified as a country with low proficiency or non-English speaking. There is a factor that Indonesian people have: the student's issue that they dislike English. According to Tambunsaribu & Galing (2021), two internal and external factors contributed to students disliking English classes. The external factor is that the teacher was unpleasant (stiff/uncomfortable), the teaching style needed to be more participatory and active (poor teaching methods/passive teachers), and the teacher needed to be more competent and skilled in instructing English courses. The internal factors come from the students themselves; they think English is confusing, dislike English courses, and believe English is unimportant. We can see that this is not solely the student's fault but may also be related to the employment of unsuitable learning techniques. As a result, teachers must be imaginative and capable of fostering a positive learning environment.

Creative learning creates an enjoyable setting for students during the learning process by actively engaging them to improve their material comprehension and critical thinking abilities. The "snowball throwing" model is one of the alternatives. According to Rosidah (2020), snowball throwing is a method of learning in which students are given a paper ball and then thrown to different groups of students. This learning model integrates the leadership potential of students in groups with the skills of asking and responding to queries through a creative snowball-throwing game.

The researcher observed English learning at SMAN 4 Kediri. Students appeared to understand as long as the teacher explained. However, when the teacher asked for opinions, only a few students responded that it could be due to several factors, including their limited English vocabulary. Furthermore, students in the school have low speaking skills and self-confidence. The researcher asked the teacher whether the snowball-throwing technique had been used. The answer to this question is that the teacher has never used the snowball-throwing model to teach speaking; the reason is that there is always a time constraint. So that the teacher only assigns basic activities, such as providing exercises or activities from the handbook, urging students to read the text, and asking them to respond to queries based on the text.

The problems may stem from students' lack of knowledge and comprehension of the subject matter, limited vocabulary, and fear of making a mistake. Based on the problem statement, the researcher limits the scope of the research to be conducted. The researcher restricts the problem to the efficacy of snowball throwing in teaching speaking to improve the speaking ability in Vocabulary, Pronunciation and fluency of XI IPS 4 students at SMAN 4 Kediri in English. This study aimed to determine if throwing snowballs had a significant impact on students' speaking ability

## 1.1 Speaking

According to Luoma (2004), speaking is a technical term that refers to one of the various abilities that language learners should develop and have. Because humans are social beings who need to interact with one another to express ideas and thoughts, organize and persuade others, and for their purposes in learning. According to Tarigan (1998), speaking is the capacity to communicate ideas verbally. The relationship between spoken language as a transmission medium and messages are very close. According to Brown (2004), speaking proficiency comprises macro and micro skills. In this context, "micro ability" refers to the speaker's ability to construct concise, unambiguous sentences

that include a variety of linguistic components, including words, collocations, and phrasal units. The "macro ability", on the other hand, takes into account the speaker's focus on crucial elements, including fluency, discourse, function, style, cohesiveness, nonverbal communication, and strategic language choices. Notably, the speaker must accurately convey the different sounds of a language to their listeners so they can understand it. Making tonal distinctions, using the right stress and rhythmic patterns, using the correct intonation and language patterns, and correctly using various word forms are all necessary.

## 1.2 Teaching Speaking

According to Kayi (2006), teaching speaking to students is in terms of:

- 1) Produce English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns, and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Using the language quickly and confidently with few unnatural pauses is called fluency.

In the context of teaching speaking, this means that language learners must be exposed to diverse and authentic communicative situations to foster their speaking skills effectively (Wright, 2019).

According to Nunan (2003), there are five principles of teaching speaking. Those principles are:

- 1) Be aware of the differences between second language and foreign language learning contexts.
- 2) Give students practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
- 4) Plan speaking tasks that involve negotiation for meaning.
- 5) Design classroom activities involving guidance and practice in transactional and interactional speaking.

## 1.3 Snowball Throwing

According to Komalasari (2013), Snowball Throwing is a type of cooperative learning model that explores the leadership potential of students in groups and the ability to making-answering questions combined through imaginative games of forming and throwing snowballs. The Snowball Throwing Cooperative Learning Model is applied by throwing a wad of paper to designate students who have to answer questions. Snowball Throwing is used to provide students with an understanding of complex material and to find out the extent to which students understand the material. Snowball Throwing models a way of teaching-learning, speaking in the form of questions and answers through play and throwing a snowball from one group to another group or in the group individually. Snowball Throwing has many advantages. It can make students use their ideas and creativity when answering questions, increasing their motivation to learn English, especially speaking. This technique facilitates the development of interactive dialogue between students and creates a lively classroom atmosphere because all students must work to complete their assignments.

## METHOD

The research approach in this study is quantitative because this research is presented with numbers. The research design was a guide to the process steps that must be taken when analyzing the research results. Using this research design, researcher can systematically analyze the data. This study used a pre-experimental research design as a one-group pretest-posttest design. One form of pre-experimental design the researcher chooses is the One Group Pretest - Posttest design. In this one-

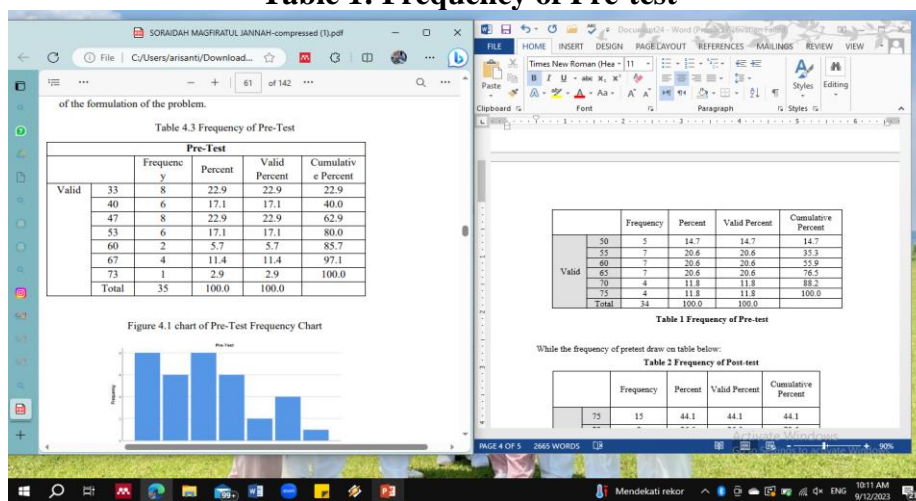
group pretest-posttest design, the researcher gave the group receiving the treatment a pre-test beforehand and then administered the treatment. After the treatment was completed, the researcher conducted a post-test. This research was conducted from February to March 2023. The place was conducted on the XI IPS 4 class of SMAN 4 Kediri.

So, in this study, the researcher selects class XI-IPS 4 that consists of 35 students because the students do not have sufficient language ability, lack enthusiasm for learning, are worried about making a mistake, rarely practice, and the teacher has never used the snowball throwing model before. For the research's instruments, the researcher used the test using a snowball throwing method by the sequences of pretest, treatment and posttest. Then, after the researcher collected all the data, the researcher used SPSS to analyze the data.

## RESEARCH FINDINGS

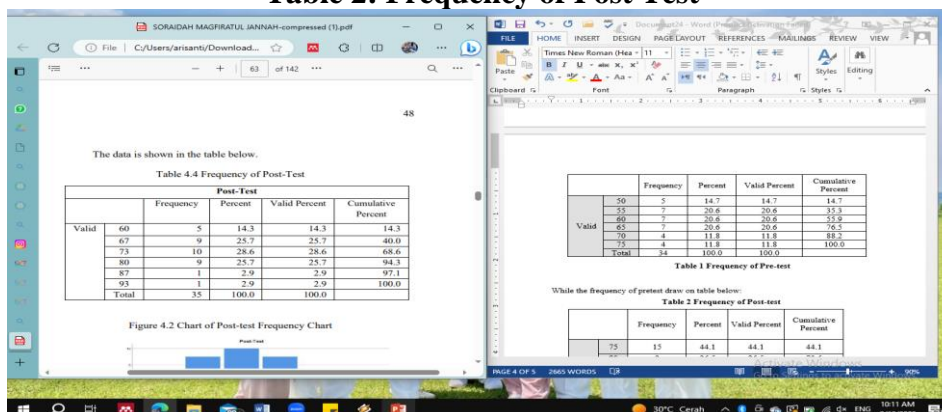
To analyze the data, the researcher used SPSS version 26 to display the results of the students' pre- and post-test scores in this section. The pre-test mean score was 47,40 with a standard deviation of 11,740 and the post-test mean score was 72,37 with a standard deviation of 8,030. Then, the data frequency of pretest was draw below:

**Table 1: Frequency of Pre-test**



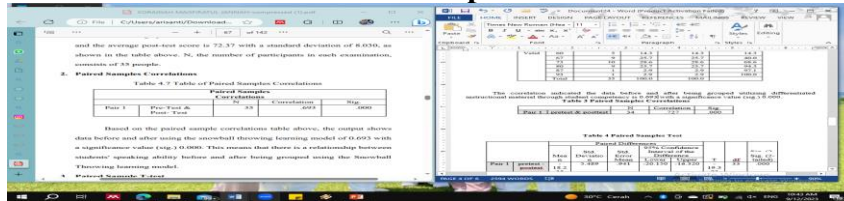
While the frequency of pretest draw on table below:

**Table 2: Frequency of Post Test**



The correlation indicated the data before and after being grouped utilizing differentiated instructional material through student competency is 0.693 with a significance value (sig.) 0.000.

**Table: 3 Paired Sample Correlation**



Paired Samples Test									
	Paired Differences					T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pre-Test - Post-Test	-24.971	8.459	1.430	-27.877	-22.066	-17.464	34	.000

**Table 4 Paired Sample T-Test**

After performing a t-test, the researcher obtained a tcount of (-17,464). The negative number in the preceding tcount indicates that the mean before treatment is lower than the mean after treatment. The researcher then provided an explanation of the Ttable (t0). The researcher began by analyzing df = N-1 with a degree of freedom (df) of 34. The Ttable value at a significance level of 0.05 is 2.034. tcount is greater than Ttable, as determined by comparing tcount and Ttable (17.464 > 2.034). Because tcount is greater than Ttable, the alternative hypothesis (Ha) that there is a significant difference between the scores before and after being taught using the Snowball Throwing Model in class XI IPS 4 SMAN 4 Kediri is accepted and the null hypothesis (H0) is rejected.

According to the findings of the data analysis above, , the pre-test score showed that the total score data from the students' pre-test was 1.659 Then, the total score of students' post-test scores was 2,533 So, the scores obtained by students in the pre-test and post-test experienced changes in the students' speaking ability after being treated by the researcher. It can be interpreted that the score of students' speaking ability after teaching speaking using snowball throwing model with students' speaking ability increased. It was also explained by the mean score of the pre-test which is lower than the mean score of the post-test. In addition, this conclusion was supported by the data analysis data in table 4.9 which showed that the score of the t-score was (2,034) which was higher than the t-table score (17,464) at the degree of significance of 5% and the significant level of 0.005 was lower than 0.05 (p<0.05). This indicates that there is a significant difference between the ability of class XI IPS 4 SMAN 4 Kediri students before and after being taught using the Snowball Throwing Model. Conclusion: The Snowball Throwing model is an effective technique for teaching speaking.

**CONCLUSION**

Pre-test score obtained from the speaking test conducted before students get treatment. The pre-test result revealed that the mean 35 students is 47.40, which Poor (Need improvement). And total score of Pre-test is 1,659. Meanwhile, Post-test score obtained from the speaking test conducted after students get treatment. The post-test result showed that the mean score was 72.37. Which is considered to be very good. It can be concluded that the students' speaking ability was significantly improved. And total score of Post-test is 2,533 The mean score of students' Pre-test was 47.40 while the post-test score was 72.37 It can be seen that the mean score of the pre-test and post-test increased as much as 53% and the total Pre-test is 1,659 while the post-test score is 2,533 It can be seen that the total score of the pre-test and post-test increased as much as 52,68%.

Based on the results of the research above that has been done at SMAN 4 Kediri After analyzing the data obtained from the test, we show that there is a significant difference between the snowball throwing method and students' speaking ability. Based on the results of the data showing that the alternative hypothesis is accepted and the null hypothesis is rejected, then this explains that the researcher's assumption proposed by the researcher is correct. The snowball throwing method is able to influence students' speaking ability. This is evidenced by the students' scores in the pre-test being lower than the students' scores after treatment with the snowball throwing model. This can be proven from the results of the T-Test test results obtained a significant value (2- tailed) of (0.00), because the Paired Sample T-Test value is sig <0,05, this illustrates that the null hypothesis is rejected and alternative hypothesis is accepted

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