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USING SNOWBALL THROWING MODEL TO INCREASE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMP N 21 PEKANBARU

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Abstract

This classroom action research was aimed to study the increasing of the speaking ability of the second year students in SMP Negeri 21 Pekanbaru by using snowball throwing model. Besides, this research was also aimed to identify the effectiveness that caused the increasing on students speaking after being taught by Snowball Throwing model. This study consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The proficiency test (Pre- and Post-tests) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the Snowball Throwing model treatment. The subjects were 30 students from VIII.1 class at SMP Negeri 21 Pekanbaru. After two cycles of the Snowball Throwing Model treatment, it was found that there was improvement of speaking ability of the second year students and could perform a good speaking on all post-tests. However, the statistically significant differences of the score results of the two cycles were found on the Post-test 2, where about 83.33% of the students reached the school minimum standard of English subject in speaking ability in narrative text. Moreover, the students' activeness during the Snowball Throwing Model treatment also improved from one meeting to others. Regarding the effectiveness of the Snowball Throwing model on the observation sheets and field notes results showed that the students had positive attitudes towards and that the approach could help them speak better and make the class more interesting.

Keyword : Classroom Actional Research, Snowball Throwing Model, Speaking

INTRODUCTION

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to the others. **(Brown, et all, 1983)** stated that speaking is oral interaction where participant need to negotiate meaning in ideas, feeling and information and manage in term of who is to what, to what and about what. In this case, the speaker must be seen the relationship between ideas presented.

In speaking skill, students should get 75 score if they want to complete the standard competency. It seems that it is difficult for the students get the standard. Researcher tried to do

small survey in this school by interview the teacher, not only that, teacher also give the researcher student assessment books. After the researcher interviews the teacher and got students assessment book, the following are the summary:

1. Students could not express their ideas fluently when their teacher asked them to explain one topic.
2. Students used inappropriate grammar in expressing their ideas.
3. Students produced wrong pronunciation in speaking English.
4. Students used inappropriate vocabulary in expressing their ideas.

Teaching speaking for the second grade needs appropriate technique in order that the students are active and creative in oral communication. The appropriate teaching strategy can influence students' in English especially in speaking skill. The problem that is faced by the students of SMPN 21 Pekanbaru is the students had low speaking skill. Therefore, the problems on teaching English at SMPN 21 Pekanbaru were caused by inappropriate teaching strategy used by the teacher in teaching speaking. As a result, the students had low speaking skill. To solve the problem, there are some strategies that the teacher could use in teaching speaking one of them is snowball throwing model.

Snowball throwing was useful strategy in teaching speaking since the activity provides students with opportunity to extend speaking practice, they represented real communication. In conclusion, it was assumed that snowball throwing was effective to solve the problem rather than others strategies in teaching speaking. **Bayor (2010)** states Snowball Throwing is one of the active learning model which in practice involves a lot of students. Snowball throwing in learning, a snow ball of paper contains the questions made by students and then throw it to his friend to answer. Snowball throwing encourages the students' active speaking participation in the classroom, because this method contains a rich communication where students must be active.

Snowball Throwing Learning Model is one method of cooperative learning. According **Surijono (2010)** "Snowball throwing method is also called snow ball drilling methods". This learning method to train students to be more responsive to receive messages from other students in the form of snowballs made of paper, and conveys the message to his friend in a group.

According to **Bayor (2010)**, Snowball Throwing is one of the active learning model which in practice involves a lot of students. The teacher's role here is only as giving guidance on the topic of early learning and subsequent demolition of the course of learning.

Snowball throwing method is one a modification of the technique of asking the focuses on the ability to formulate questions that are packed in an interesting game that is mutually throwing snowballs (snowball-throwing) which contains questions to fellow friends. Even those have not been able to formulate the questions with good and true. Method packed in a game requires capability that is simple that can be done by almost every student in the proposed question according to the material learned. Method is usually carried out by several group consisting of five to eight people who have the ability to formulate questions written in a paper resembles a ball. Then, the paper thrown to the other groups responded by answering the questions thrown at them. In a simple method of snowball-throwing can be described as follows. Students formulate the questions in writing on paper based on the material described by the

teacher. Then the paper is folded in such a way and then thrown to other groups. After opening the paper, another group answered questions and throw back to the group write the question.

Snowball throwing also has capability to increase speaking ability students, because in snowball throwing activities, the student will have different role and have to speak, which means they do not have to take the same responsibilities. Because in snowball throwing student should formulate and answer the questions, so by asking students can train up good and proper sentence. The students were able to formulate and answer the question properly and correctly. It will help students used an appropriate grammar, produced a good pronunciation, and they can used an appropriate vocabularies. So, it is appropriate to use snowball throwing in increasing the students speaking ability. Snowball throwing may increase students' speaking ability, because in snowball throwing activities, the student will have different role to speak, which means they do not have to take the same responsibilities. Because in snowball throwing students should formulate and answer the questions, students can train up good and proper sentence. It will help students to use an appropriate grammar, produced a good pronunciation. They can used an appropriate vocabularies. So, it is appropriate to use snowball throwing in increasing the students speaking ability.

As an interaction model, cooperative learning endorses this general approach after receiving instruction from the facilitator, classes are organized into small group and given clear direction regarding expectations about outcomes and suggestions about group processes. The small group than work through the assignment until all group members successfully understand and complete it **(Johnson & Johnson, 1989).** Cooperative learning can be applied to almost any assignment in any curriculum for any learner. In addition to providing a means for learner to master instructional content, cooperative learning seeks to make each group member a strong individual by teaching team skills in a social context

Snowball throwing is one of the techniques in cooperative learning. Because cooperative learning can be applied to almost any assignment in any curriculum for any learner, it means that we can apply snowball throwing for teaching speaking. According to **Suprijono**, learning environment and management system of cooperative learning for snowball throwing are provide opportunities for learning democracy, enhance the appreciation of students on academic learning and changing norms related to achievement, prepare students to learn about collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue, create a climate of positive socio-emotional, facilitate learning to live together, foster productivity in the group, changing role of teachers becomes center stage performance choreographed group activities, raise awareness on the importance of learners in the social aspects of the individual. Sociologically cooperative learning can foster self-awareness in learners of altruism. Social life is the importance of individual life. From the points above we can conclude that cooperative learning for snowball throwing is a learning system that prioritizes the opportunities for the active participation of learners in learning and interactive dialogue. Because in the snowball throwing students get the opportunity to give and answer questions from others, then the students are required to participate actively in class. This has demonstrated the existence of an interactive dialogue between learners. One of the accentuation model of cooperative learning is group interaction.

According **Saminanto (2010)**, the learning steps are throwing snowball method are teachers deliver the material to be presented, and KD is trying to achieve. Second teacher form groups and call the chairman of each group to give an explanation about the material. And then the group leader back to each group and tell the material submitted by the teacher to his friend, each student is given one sheet of paper to write down a question of whatever pertaining to material that has been described by the group leader. Next paper containing the question was made into a ball and thrown from one student to other students who for 15 minutes. After students got one ball / one question is given the opportunity for students to answer questions that are written in ball-shaped paper interchangeably, and evaluation.

According to **Hisham, et al (2004:61)** the steps of snowball throwing are convey topic material will be taught. Second, asks students to answer in pairs (two people), after the students working in pairs had an answer, the couple had been combined with the couple at his side. With this form groups of four people, next these four groups working on the same task as in the two groups. This task can be done by comparing the answers to the two other groups. In this step is necessary to emphasize that the answer to both groups should be agreed by all members of the new group. And then after these four groups completed the task, each group combined with the other groups. With this came a new group of eight members, working together with this new group assignment in step four above. This step can proceed according to the number of students or the time available, each group was asked to convey the result to the class, and teachers will compare the answers from each group then give sufficient explanations as clarification of students' answers.

According **Suprijono (2010: 128)** Snowball throwing are teacher presents the material to be presented. Teacher form a group and call the chairman of each group to give an explanation about the material. Each group head back to the group and explain any material submitted by the teacher to his friend. Each student is given one sheet of paper to write down a question of whatever pertaining to material that has been described by the group leader. Paper containing the question was made into a ball and thrown from one student to other students who for 15 minutes. After students got one ball / one question is given the opportunity for students to answer questions that are written in ball-shaped paper interchangeably. Evaluation and closing.

This article presented the used of Snowball Throwing Model to increase speaking ability of the second year students of SMP N 21 Pekanbaru in narrative text. The discussion is based on the result of the students' score in speaking skill of narative text. More specifically, this study attempted to answer the following questions: Can the use of Snowball Throwing model increase students' speaking skill of second year student of SMP Negeri 21 Pekanbaru?

METHODOLOGY

The researcher had gathered data and information about the students' problem in speaking by using snowball throwing model in narrative text through the small survey, and planned to solve the difficulties faced by the students in speaking by using snowball throwing model. This research contained of 2 cycles to see any the improvement of students' speaking ability in narrative text during the implementation of Snowball Throwing Model.

Before conducting the treatment in cycle 1, the speaking proficiency of the class had been tested with by Pre-Test, There are 2 cycles. The data was collected by giving spoken test to

students individually after they were taught by snowball throwing for three meeting in a cycle. There were 4 aspects being assessed in their spoken test, the accuracy in pronunciation, grammar, vocabulary, fluency. The test was to answer question in narrative text from the researcher. The researcher interview the students and then the assessed the aspects of the students' ability in speaking. Teacher interview the students for 3 times, in pre test, post test 1 and post test 2. The researcher want to know the increasing of students' speaking ability would compare the recording at pre-test. The aim of recording the students' voice is to see improvement of different achievement before and after being taught speaking by using Snowball Throwing Model

Observation is used as a tool to record the action process that is done by the researcher. The observation needs to be done carefully because it recorded all things that influence the participants in the research. The observer is the English teacher of SMPN 21 Pekanbaru; her name is Efa Dewi, S.Pd. Observer observed the students' activities in the classroom. Observer observed students' involvement and also observed the teacher in teaching process. The purpose was to know how the researcher taught the students and the use of technique in teaching and learning process. She observed by filing out the observation sheet for the students and the observation sheet for the teacher.

There are two kinds of observation used in this study; they are observation for the students and observation for the teacher. In observation for the students the collaborator observes the students' activities both individual and group during the lesson in class with observation sheets for the students. Moreover the observation is also done to teacher's activities in teaching speaking by using snowball throwing model during the teaching and learning process. The collaborator does the observation based on observation sheets. In doing this observation, the collaborator also writes down on the field note about something that he finds while teaching and learning process. It was hold that the writer could make improvement when teaching at the next meeting. So that the writer can teach well reach the goal

In addition to this, together with the collaborator, the researcher prepared the lesson plans for one cycle of treatment, topics that would fit the school curriculum, and also a set of observation sheets and field notes for the teaching and learning activities during the treatment. The researcher used recording to interview the student speaking skill the score in Pre-Test. The researcher interviews the students about fairy tale in narrative text by record their voice and then the researcher give that record to the raters.

After giving pre-test and knowing the students' proficiency, the researcher teaches narrative text focus on fairy tale by using snowball throwing model. Before the snowball throwing activity, the researcher gives the students kinds of narrative text focused on fairy tale such as Snow White Story, Red Riding Hood Story and Cinderella Story. The steps of implementing the snowball throwing model were drawn as following are teacher delivers the topic based on narrative text. And then teacher form groups and call each group leader to give them an explanation of the texts. Each group leader heads back to group respectively, then prepare to explain the text. The group leader explains one kind of text who had previously given by the teacher in front of the class. Then each student is given one worksheet to write the questions regarding the text that has been described by the group leader. Paper containing the question was made into a ball and thrown from one student to other students who for 5 minutes. After the students in the group presented got one snowball/ one question from their friends, they should answer the question which include on the paper. All the students in the group presented

have an opportunity to explain the question based on the fairy tales as the topic. After that teachers evaluate these activities a way to comment as well as providing an assessment, the formulation of sentence, then provides examples formulation of questions correctly. In the end teacher closing the activity.

After conducting the treatment in the 3 meetings the researcher interview the students then the result was collected as raw data of the research and was analyzed to find out whether the students showed the improvement in speaking skill by using snowball throwing model in narrative text. Both researcher and observers analyzed the activity in cycle 1 through the recording, the observation sheets and field notes.

To know the level of ability of the students, the following classification is used:

Table 1

The classification of Respondents' Score

Score Classification	Category of Ability Level
81 – 100	Excellent
61 – 80	Good
41 – 60	Mediocre
21 – 40	Poor
0 – 20	Very Poor

(Haris, 1974: 134)

Then, Post-Test 1 was conducted at the end of cycle 1 of this actional research by purpose of knowing students' improvement after using snowball throwing model by the researcher. Post-Test 1 was consisted of a topic in narrative text that have been done teaching from the researcher by using snowball throwing model. The students should answer 10 questions from the researcher. The researcher decided to continue to the cycle 2 if the result of the quantitative and qualitative data in the cycle 1 did not show a significant improvement yet. In this cycle 2, the researcher still applied Snowball Throwing model with any other additional strategy based on the result of reflection in the cycle 1 to improve the ability of students in speaking skill.

RESULT AND DISCUSSION

From this study, the researcher found that there was improvement in students' ability in which could be seen and compared from the pre-test to post-test.

Table 3

The Classification of Students' Speaking Ability

from Pre-Test to Post-Test

Score	Ability Level	Pre-test	Post-test 1	Post-test 2
80 – 100	**Good to Excellent**	**0%**	**3.33%**	**46.67%**
60 – 79	**Average to Good**	**0%**	**20.00%**	**53.33%**
50 – 59	**Poor to Average**	**16.67%**	**70%**	**0%**
0 – 49	**Poor**	**83.33%**	**7%**	**0%**

To see the improvement, the data from the table above was also presented on the chart on the next page:

Chart 2. The Classification of Students' Speaking Ability from Pre-Test to Post-Test
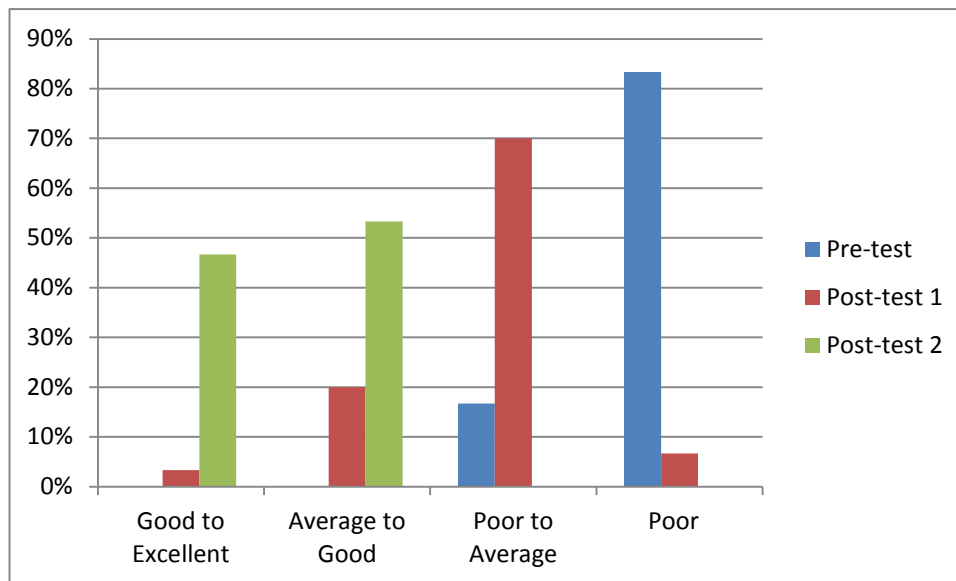
From the data above, it could be seen that in the pre-test the students were in the level of 'poor to average' and 'poor'. While in the post-test 1, they had got improvement and moved to the level of 'poor to average', 'average to good' and 'good to excellent'. And in post test 2, they had got improvement and move to the level of 'average to good' and 'good to excellent'. There was no student got 'poor' and 'poor to average'.

Let see this description to get more detail information. In pre-test, there was no student (0%) achieve level of 'good to excellent', it increased become 3.33% in the post test 1 and increased become 46.67% in the post test 2. Then for level of 'average to good' also there was no student (0%) of student achieves it, and then increased into 20.00% of students in post test 1 and increased become 53.33% in post test 2. For level of 'poor to average', there were 16.67% of students in the pre-test, and then it increased into 70% in post-test 1 and decreased into no students (0%) in post test 2. In level of 'poor', there were firstly 83.33% of students in this level, but in post-test 1 it decreased into 7% and it decreased into 0% in post test 2.

In addition, the writer also presented the improvement of students' speaking ability in each aspect. Let us see the table:

Table 4

The Classification of Students' Speaking Ability in Each Aspects of Speaking

No	Aspects of Speaking	Pre-Test	Post-Test 1	Post-Test 2
1	Pronunciation	9.90	14.35	19.00
2	Grammar	11.35	15.65	20.60
3	Vocabulary	11.30	14.95	20.05
4	Fluency	10.95	13.40	19.05
T Average		**43.50**	**58.35**	**78.70**

The improvement of each aspect of speaking above could be seen clearly in the next chart below:

Chart 3. The Classification of Students' Speaking Ability in Each Aspects of Speaking
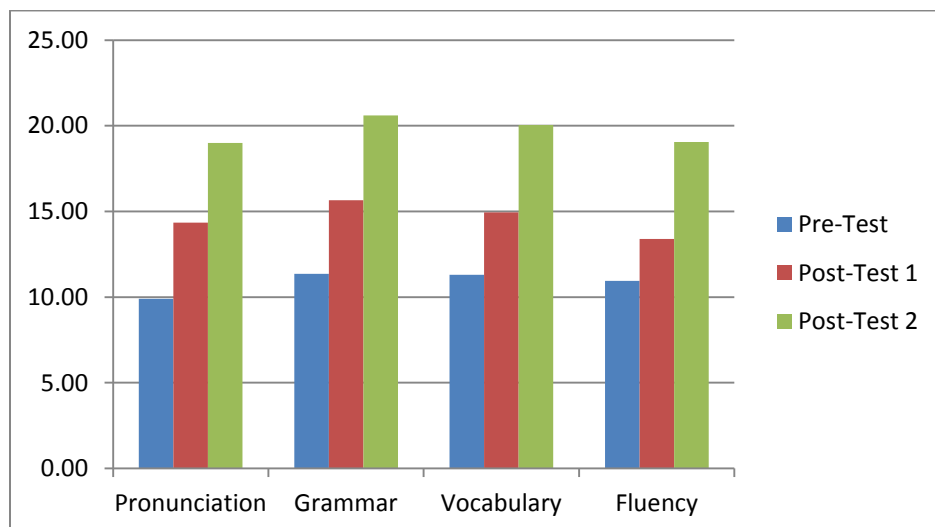
For 'pronunciation', the average score of students in pre-test was only 9.90, and then it increased into 14.35 in post-test 1 and increased into 19.00. For 'grammar', in pre-test score was only about 11.35 and it became 15.65 in post-test 1 and increased into 20.60 in post test 2. While the score for 'vocabulary' is 11.30 in the pre-test and it increased into 14.95 in post-test 1 and increased into 20.05. The score of 'fluency' which was in the pre-test was 10.95 increased became 13.40 in post-test 1 and increased into 19.05 in post test 2. So, in post-test, the improvement of each aspect of speaking from the highest to the lowest is 'grammar' then followed by 'vocabulary', 'fluency', and finally 'pronunciation'.

The improvement of students also can be seen from the observation sheet students' result. At the first meeting there is 20 students (66.70%) of the students did the activities in the teaching and learning process. Then it decreased to 18 (60.00%) in the second meeting and it increased to 21 students (70.00%) at the third meeting. At the fourth meeting there is (72.38%) or 22 students did the activities in the teaching and learning process. At the fifth meeting there is 71.43% or 21 students did the activities in the teaching and learning process. At the sixth meeting there is 72.38% or 22 students did the activities in the teaching and learning process. The data shows that the number of students involved in the learning process from meeting to meeting increasing.

From the data presented above, the writer has answered the questions of this study number one which is; Can the use of Snowball throwing model increase students' speaking skill of second year student of SMP Negeri 21 Pekanbaru? The finding prove that it can increase speaking ability of the second year students at SMPN 21 Pekanbaru by using snowball throwing model. From the average score 43.50 with no student (0 %) reached 75 (KKM) in the pre-test, then it improved into average score 58.35 in the post-test 1 and in post test 2 it increased into 78.70 with 25 students or 83.33% , reached the KKM. By looking at the KKM, 75, the increasing speaking ability in second year students of SMPN 21 Pekanbaru was quite high.

After applying all stages of snowball throwing to the second year students at SMP Negeri 21 Pekanbaru, the researcher found some strengths and weaknesses during the process. The strengths were as listed below:

1. Snowball throwing model was useful to train their ability in dialogue speaking because students should answer the question from their friend and they also giving the question to their friend.

2. Snowball throwing was able to develop students' social skills in process of teaching and learning which led them to be comfortable, free to share knowledge with friends, free of giving opinion, and finally they would have self-esteem to show their ability in using English actively.

3. The students were getting more active in learning process because snowball throwing model gave much more opportunity to speak/discuss with friends and presented their understanding to the class.

4. Students seem enjoy while the teaching and learning process because they knew the way to comprehend the narrative text.

While, the weakness of applying the strategy were as followed:

1. It was difficult for the writer to control students in teaching and learning process since they preferred to talk with friends in the group.

2. It was difficult for the writer to explain the students about Snowball throwing model in class, because they did not want to know in it. So, they did not pay attention to the writer while she was explaining it.

3. The students seem shy and did not want to answer the question from their friend. It is wasting time wait them to answer it.

CONCLUSION

The aim of this research is to find out whether the use of snowball throwing model in teaching English specifically speaking skill can increase students achievement. From the research that has been done in SMPN 21 Pekanbaru, it can be concluded that the application of Snowball Throwing model are first, the use of snowball throwing can increase students speaking achievement. It can be seen from the average score 43.50 with no student (0 %) reached 75 (KKM) in the pre-test, then it improved into average score 58.35 in the post-test 1 and in post test 2 it increased into 78.70 with 25 students or 83.33% , reached the KKM. And then while the aspect of speaking that can be improved most by the use of snowball throwing is grammar. Then followed by 'vocabulary', 'fluency', and finally 'pronunciation'.

Thus, the use of snowball throwing model is really effective to increase students' speaking ability of the second year students of SMPN 21 Pekanbaru in the academic year 2011/2012.

IMPLICATION

The result of this research shows that the implementation of Snowball throwing model can improve students' speaking skill. Therefore, it is needed to spread this approach to other English teachers, as one of the approach that can improve students' speaking skill.

It is expected that Snowball throwing model can be implemented by English teacher in teaching speaking, in order that the students will be more interested and stimulated their motivation in speaking

SUGGESTION

From the conclusion above, the writer suggests that first, in teaching speaking, it is better for the researcher as an English teacher to use snowball throwing model to increase students' speaking skill because snowball throwing model makes the students enjoy in the class. Students can develop their knowledge and skill actively. So it makes the students are active and creative in oral communication. Second it is important for the teacher to design the learning process as interesting, enjoy accurate and understandable as possible so that the students are motivated to

follow the lesson and comprehend it well. Snowball throwing model is one of a good choose that can be used by the teachers to create such learning situation. Third, teachers have to prepare the lesson including the material. All of them must be suitable with the students' needs and level. Fourth, it is better for the teachers to pay attention to the authenticity of the learning resources. This is one of the ways to teach the students about the appropriate form of a language. And the last it is suggested to next other researchers to investigate about the use of snowball throwing model in other fields such as in listening, reading, and writing.

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