

IMPROVING THE STUDENTS' SPEAKING SKILL BY IMPLEMENTING SNOWBALL THROWING TECHNIQUE

Fitriya¹, Nina Hayuningtyas², Siti Khodijah³

UIN Kiai Haji Achmad Siddiq Jember

Fitriyafitri41@gmail.com¹, nina.hayuningtyas99@gmail.com²,
sikodsiti@gmail.com³

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ABSTRACT

The aim of this research was to find out whether the implementation of Snowball throwing technique can improve students' speaking skill among the eight grade students of SMP Nurul Islam Jember. The focused on this research is speaking skill. This research was classified as Classroom Action Research (CAR) of Kemmish and Taggart which consisted of four procedures, namely planning the action, implementing the action, observing and reflecting. In this research, the researcher conducted two cycles. The cycle was applied on November 2020 which consisted of three meetings, two meetings for implementing the action and one meeting for students' speaking test or post test. The result of this research showed that there was improvement of the students' speaking skill. It could be seen from the result of the test which improved. The mean score of the pre-test was 55.46 the mean score of post-test 1 was 65.35. The mean score of post-test 2 was 79.46. The percentage of students who passed the minimum score in pre-test was 21%, in cycle 1 was 46%, and cycle 2 was 78%. It can be concluded that there were improvement of students' speaking skill by implementing snowball throwing technique.

INTRODUCTION

Speaking skill is one of the basic language skill that has important role rather than other skills due to its significant and its use in communication. Speaking is the best way that enables people communicate ideas and clarify message orally. By speaking, people can communicate opinion, thought and information they have to others. On the other hand, speaking does not only suppose the features of language but also the ability to process that kind of language features and information at that time. It can be said that speaking is such an ability having by someone not only in understanding the language features but also produce them as words directly.

Based on the preliminary study, the researcher found that there were some problems in speaking faced by the students. The students were confused to speak. The students had lack of English vocabulary and pronunciation as well. The students were nervous when they had to speak in front of their friends. Besides, the students felt difficult to express their ideas or opinion orally. The students needed something new that can make them feel enjoy, be spirit and be active in teaching and learning process to change and increase their speaking habit and skill. Realizing that teaching speaking was not easy, therefore, a certain technique was needed because technique was one of the important factors in teaching learning process. Snowball Throwing Technique was suitable technique to solve the students' problems in speaking.

Snowball Throwing Technique was successful cooperative learning because each member worked alone first and then presented to group, thus the students were discouraged from either doing nothing. Snowball Throwing is used to train students to be more responsive to receive messages from other students in the form of snowballs made of paper and to convey messages to friends in their group. It means that, the students divided into several groups would train their thinking to receive the information to their friends in a group. By using Snowball Throwing Technique in learning speaking, the students would be fun, relax, and interested.

There were many researchers showed that Snowball Throwing Technique was an appropriate technique to make students be active in the class and could improve their speaking skill and also their speaking test score. There were some previous studies which had research

about it. The first was thesis written by Nurhidayanti entitled “Enriching Students’ Vocabulary through Snowball Throwing Technique at the Second Grade of MTsN Model of Makassar” . The population of this research was Eight Grade students of MTsN Model of Makassar. This research aimed to find whether the use of snowball mapping technique was effective or not at all to increase the students’ vocabulary. This research focused on students’ vocabulary through procedures of snowball throwing technique. Next, previous studies was written by Desi Kurniasari entitled “The Influence of Using Snowball Throwing Techique towards Students’ Reading Comprehension Ability in Descriptive Text at The First Semester Of Tenth Grade of SMA Negeri 1 Tanjung Raya in The Academic Year of 2018/2019”. The quasi experimental design was used in this research. The sample of research was two classes consisting of 34 students for experimental class and 33 students for control class. The last was from Wahidin from State Institute of Islamic Studies of Palopo. The title is The Use of Snowball Throwing Technique (STT) in Teaching Reading at The Second Year Students of SMPN 8 Palopo. This research employed Classroom Action Research (CAR) with cycles: first cycle, second cycle. Each cycle consists of four steps: planning, Acting, observing, reflecting.

Actually, what made this reseacher different with the previous ones was about the design of the research and the topic selection. In this research the researcher used Classroom Action Research as the researcher design and describing things the topic selection.

The objective of this study was to find out the improvement of students’ speaking skill by implementing Snowball Throwing Technique at SMP Nurul Islam Jember Academic Year 2020/2021. As the result, the students’ speaking skill by implementing snowball throwing technique was gradually increased. Besides, the students’ speaking skill got improvement in some aspects. They were vocabulary, pronunciation, grammar and fluently. The students’ ability in speaking were better , they felt more confident to speak English in front of their friends, and they were also more active in the teaching and learning process especially in asking and answering question.

METHOD

The design of this research was classroom action research with the subject were the students of Eight Grade of SMP Nuris Jember in class VIII D. The subjects were chosen because the students in this

class had problems in speaking. It could be known based on interview with English teacher and observation in the class. In the primary data, the researcher collected the data through speaking test. In this research, the researcher used oral test. To test their speaking, the researcher asked the students to come forward. The students should describe about things in their house or their class by using grammar rule. In the secondary data, the researcher used semi-structure interview. The researcher interviewed the English teacher and the students of eight grade. The purpose of the interview to support the data about student's speaking skill. The researcher also observed the students of eight grade during teaching and learning process in the class and document review in this research consisted of the name of students, the total number of students and the students' speaking score before implementing this technique.

Data analysis in this research is a way to analyze the obtained data. The collected data was students' speaking test score in every cycle. In this research, the researcher would be successful if the objective indicator is reached. The criteria of success in this research is the number of students who reach the minimum score (75) are equal or higher than 70% of total students in this research. Besides, validity data of this research used content validity.

RESULTS AND DISCUSSION

The implementation of snowball throwing technique had gained a good enough response from the students in the teaching and learning process. It could help the students in improving their speaking skill. The students had more chance in practicing their speaking in front of their friends. In teaching and learning process the implementation of the technique had an important meaning, because in these activities the material presented was not unclear for some students because of the material was explained by the leaders not the researcher. Therefore, the students should listen carefully to what their friends said because they could suddenly be asked to answer a question. It indicated that they did not have to take same responsibilities all the time since in this technique the students should formulate and answer question properly and correctly. This was supported by Suprijono's statement that the snowball throwing technique is used to train students to be more

responsive messages from another students in the form of snowballs made of paper and convey messages to friends in their group.

The students' speaking skill got improvement in some aspects. They were vocabulary, pronunciation, grammar and fluently. Concerning the students' ability about vocabulary was better than before applying snowball throwing technique. They began to know the meaning of vocabulary because the researcher gave more vocabularies after the researcher explained the material, then the researcher asked them to pronounce them together. The researcher repeated the vocabularies until they memorized them. Related to the theory, Lado says that there are several steps that can be taken in learning vocabulary, namely: listening to words, saying words, understanding the meaning, making illustrations in the form of sentences, doing exercise in expressing meaning, saying the word aloud and writing the words. In applying snowball throwing technique, the students were asked to give instruction and question orally in order to practice their pronunciation and also vocabularies.

Furthermore, from the aspects pronunciation, the students got improvement after implementing snowball throwing technique. It could be seen when they practiced and pronounced many vocabularies, and when they answered the question in front of their friends, they could pronounce it correctly. When they made mistakes in pronouncing the word, the researcher had already corrected them. So the students could learn from their mistakes. After knowing the correct pronunciation, the students felt confident in speaking. They felt more convey in expressing their mind. So, it made their speaking fluent. Vocabulary and pronunciation must not only be known, but also it must be readily available for use. If they knew vocabulary, pronunciation, they could speak fluently and they would feel confident to speak in front of their friends. Brown adds that fluency is the ability to speak spontaneously, flow well, without having to stop and pause a lot. Somehow, fluency is also followed by talking reasonably quickly. Being fluent to speak English requires the speaker's confidence in order to speak.

The students also got improvement on Grammar. Before applying snowball throwing technique, the students spoke in incorrect grammar. After implementing snowball throwing technique, the students could speak the correct sentences as they had some practicing when they applied snowball throwing. In fact, that grammar is important to

form and arrange the sentences. This is supported by Chomsky in Richard stated that the knowledge of grammar underlying our ability to produce and understand sentences in a language.

The researcher got the data from preliminary study, in cycle 1 and cycle 2. This research that had been done by the researcher indicated that Snowball Throwing Technique was effective in teaching and learning speaking. It could be seen from the progress of the percentage of students' speaking skill from pretest to post test, 2. The result of the research showed that there was improvement of students' speaking skill. It could be seen on the table below:

Table 4.6

The percentage of students' speaking skill		
Test	Total of students who got the score 75	Percentage
Pre test	6	21%
Post test 1	12	46%
Post test 2	22	78%

Based on the table above, there was improvement of students' scores in speaking skill by using Snowball Throwing Technique. The result showed the improvement of the students' scores from the pre-test to the post-test of cycle two. In the pre-test, there were 6 of 28 students who got the score of 75 (21%). In post test 1, there were 12 of 28 students who got the score of 75 (46%). And in the post test 2, there were 22 of 28 students who got the score of 75 (78%).

From the data gained, the researcher concluded that students were more active and confident when they spoke in front of their friends, the students were more creative in putting their ideas about making question and also answering the question. It was concluded that implementing snowball throwing technique in teaching learning speaking English made the students' speaking ability better than before especially in pronunciation and vocabulary.

CONCLUSION

The students' speaking skill by implementing snowball throwing technique was gradually increased. The students' speaking skill got

improvement in some aspects. They were vocabulary, pronunciation, grammar and fluently. The students' ability in speaking was better, they felt more confident to speak English in front of their friends, and they were also more active in the teaching and learning process especially in asking and answering questions. Moreover, there were suggestions for English teachers and also for the further researchers to use snowball throwing technique in teaching speaking in the class, because this method guided the students to speak up and made the students more active in the class. In addition, it can be considered for further to conduct better research such as the implementing snowball throwing technique on other skills.

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