

The Use of Snowball Throwing Learning Model in Improving the Writing Ability

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Abstract: This research is aimed at finding out: the use of snowball throwing learning model significant develop the students' writing ability of the tenth year students of SMA Negeri 1 Halteng. Related to the aim of the research, a quasi-experimental design was carry out. The population was the tenth year students of SMA Negeri 1 Halteng. Two classes chose randomly as sample. As the result, the experimental group consisted of 30 students while the control group consisted of 30 students. The data was collected through writing test which was conducted through two terms namely pretest and posttest. The data required from writing test was analyzed by using t-test and percentage technique. The result of this research indicated that The use of Snowball Throwing Learning Model was able to improve the students' writing ability. The result of the research indicated that there was significant different of the students' achievement on writing ability of students who were taught by Snowball Throwing Learning Model and by conventional way (direct instruction technique). It is proved by t-test value of students posttest (3.73) which greater than pretest (0.06). the t-test (3.73) was greater than t-table value (2.021) for 0,05 level of significance, degree of freedom $(N_1+N_2 - 2)= 58$.

Keywords: Snowball Throwing Learning Model, Students, writing ability.

1. Introduction

Language is used to communicate every day; people do all activities and

make relationship with the others. Besides that, language is also a tool used to express our thought, share ideas, concepts or feelings. There are

three language components are sender, information and receiver (Patel, Jain 2008:27).

It has been known that the aims of English language teaching refer to the four language skills. They are listening, speaking, reading and writing. Therefore, English teaching was focused on those four language skills. All of them should be taught interestedly, but the emphasis of this research was on the writing skill. (Amzah Selle 2017) in his research that students who want to write something and do not have any reference will force their self to find any resources, even the possibility of laziness will exist it will be changed by the other function of writing that is expressing their idea.

Writing is one of the four skills in language. Without sufficient knowledge of writing, we cannot study and know science, culture, the other language, etc. there are some definitions of writing mentioned by some experts. Minovie in Awaluddin (2006: 10) states that writing is express intentions that can read not only by the writer by also by another.

Snowball throwing is a kind of learning model which make students enjoy and can decrease worry in learning process. Snowball throwing could train students to think more to received messages from others, and gave that message to other friends. These questions, key

words, or message used by paper than press it be a paper ball and throw the ball to other students. Students who get the paper ball than open it and answer the questions and do something according the command of paper ball. In addition, snowball throwing encourages the students' active participation in the classroom, because this model of learning contains a rich communication where students must be active.

The researcher chose the students of SMA Negeri 1 Halteng as the subject of research. According the English teacher of SMA Negeri 1 Halteng, that their students have low interest in learning English. And base on the result of daily writing test of the students, the researcher found their test score was There were 70 % got very poor (≤ 40) .20 % got poor (41-55 score) only 10 % students who got fair score (56-70 score).

Based on the explanation above, the researcher conduct a research with the title "The Effectiveness of Snowball Throwing Learning Model in Improving the Writing Ability of the tenth Year Students of SMA Negeri 1 Halteng".

Based on the previous study, the following statement is formulated to be question : Can the use of snowball throwing learning model significant develop the students' writing ability of

the tenth year students of SMA Negeri 1 Halteng?

The objectives of this study is: To find out whether or not the snowball throwing learning model significant develop the students' writing ability of the tenth year students of SMA Negeri 1 Halteng.

A. Writing Ability

Writing is one of the skills in language activity, therefore, through the importance of it. We are a writers must understand what writing is, so that we can write as well as possible to be understood by the readers. There are some definitions of writing mentioned by some experts.

Minovi in Alimuddin (2008:6) stated that writing is to express intention that can be read not only by the writer but also by another.

Dumais in Randu (2008:17) states that "writing is ability to express ideas, feelings, and opinion in written form.

Byrne in Maryam (2008:15) stated that Writing is clearly much more than the production of graphic symbols, just as speech as more than the production of sounds, they symbols have to be arranged according to certain conventions, to form words, and words have to be arranged to form sentences.

From definitions above, we can say that writing is the production of graphic symbol that have to be arranged according to certain convention, to express intentions, ideas, feeling and opinions to be read not only by write but also by another.

B. Types of Writing

Horm and Rosman in Ekawati (2007 : 8) divided writing into three kinds, as follows:

- a. Narration (Narration is the form of writing used to relate the stay of acts of events. Narration places occurrences in time and tell what happened according to natural time sequence. Types of narration include short story, novels and new stories, as well as a large part of our everyday social interchange in the form of letter and conversation).
- b. Descriptive (Descriptive reproduces the way thing looks, smell, taste, feel or sound: it may also evoke moods such as happiness, loneliness, or fear. It is used to create visual image of people, places event of units of time days, or season. It may be used also to describe more than the outward appearance of people. It may tell about their tries of character or personality).
- c. Exposition (Exposition is used in giving information, making

explanation, and meanings. It includes editorials, essay and informative and instructional material. Used in combination with narrative, exposition support and illustrated. Used a par form narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in number of ways).

By the kinds of the writing above, the researcher took descriptive type of writing the researcher explored the students' knowledge to design and compose in written form as a material that was applied in this research.

C. Procedure Text

Procedure text is common factual genres that provide instructions on how to do something. Further, Anderson & Kathy in Prawati (2013:5) explain that a procedure is a piece of text that tells the reader or listener how to do something.

According to Nystrand and Himley in Hidayati (2010:17) a text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.

Writing is the last skill in English that we cannot ignore. When the students

write a text, they should not only write semantically correct but also should use correct grammar. Generally, writing is a complex process that involves a range of skills and tasks because by writing process, each of which focuses on specific tasks.

Creating a text requires us to make choices about the words they use and how they put them together. If students make the right choices then they can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

As procedure, therefore, is a piece of text that gives us instructions for doing something.

According the explanation above, the researcher concludes that procedure text is any meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.

1) Generic Structure of Procedure Text

According to Swales in Hidayati (2010:18), "structure of texts is a device that supports communicative purpose" Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. However there are certain similarities within the texts with the same purpose. The

similarities create an expectation of the general schematic structure of the text that is called generic structure of a text.

The generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb “construct”, which has meaning: to build something, to put or fit something together, to form together. Both of them have same meaning, there are three generic structure of procedure text, they are:

- a) An Introductory statement that gives the aim or goal.
- b) A list of the materials that will be needed for completing the procedure (not required for all procedural texts).
- c) A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieving the goal.

Based on the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/ how to operate something.

2) Significant Language Features

Besides having social function and generic structure, procedure text also has significant Language features that

support the form of a procedure text. They are:

- a) Simple Present Tense, especially imperative form. Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.
- b) Connective of sequence. Sometimes, that is not enough to make a good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.
- c) Numbering. The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth and etc.

3) The Example of Procedure Text

Goal : How to Make a Cheese Omelet

Ingredients:

1 egg, 50 g cheese, cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

Utensils:

Frying pan, fork, spatula, cheese grater, bowl and plate.

Steps:

- a) First, crack an egg into a bowl
- b) Second, whisk the egg with a fork until it is smooth
- c) Third, add milk and whisk well
- d) Fourth, grate the cheese into the bowl and stir
- e) Fifth, heat the oil in a frying pan
- f) Sixth, pour the mixture in a frying pan
- g) Tenth, turn the omelet with a spatula when it browns
- h) Next, cook both sides
- i) Then place on a plate; season with salt and pepper.
- j) Finally, Eat while warm

Thus from an example above, everybody know how to write procedure text. First, they must write a goal. Second, they write a list of materials that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the purpose: to tell the making process of a cheese omelet to the reader.

D. The Use of Snowball Throwing Learning Model For Teaching Writing

There are many methods to make the students active and confident. One of them is using snowball throwing learning model. Snowball throwing is a learning model by using question ball from paper which is round; it is thrown by the students turn in. snowball

throwing combines communicative approach, integrative and skill of process. This activity makes the students work dynamic, because it is not only thinking, writing, asking, or speaking, but also drills each other students to prepare themselves to get the turn for answering the question in paper ball (Sholechah 2011:41).

Snowball throwing is one of learning models which make students enjoy and can decrease worry in learning writing. It encourages creative thinking. Students can increase their writing ability by using a new language and being motivated students for learning. Snowball throwing encourages the students' active participation in the classroom, because this learning model contains a rich communication where students must be active. (Khayati, 2011:32-33).

Based on the explanation above the researcher concluded that snowball throwing learning model is the one of the kinds of learning models, where the teacher and students use paper ball that have been written a command or question then throw each other, this learning model make students active and enjoy therefore the teaching learning process will be fun.

Snowball throwing learning model have positive effect on the students memory development. Snowball throwing learning model is one of

modification of tech question that focus on ability formulates question that at pack in one interesting method which throws snowball each other that contains of question to friends. This method can be used by students to explore some question which appropriate with the material.

In this learning model the teacher explain about material then the teacher gives some tasks about material. After that the students make a question in a piece of paper that's made like a ball then thrown to other student that he answers the question inside the ball. Here some steps to apply the snowball throwing learning model in teaching learning process:

- a) The teacher gives the material that will be taught to the students.
- b) The teacher explains about the material.
- c) Each student is given one piece paper and writes question related with the material.
- d) Then the paper is made like a ball and throwing it from all students for 5 minutes.
- e) After student gets one ball / one key word be given by chance to student to write a paragraph in the ball paper.
- f) The teacher makes a conclusion.
- g) Closing

2. Method

The method of this research was Quasi-experimental design. The data analyzed by using quantitative approach. According to Gay (1981:231), quasi-experimental design was used when it was just not possible to randomly assign subjects to groups. Applied two groups pre-test, post-test, namely experimental, and control group (Gay, 1981:227)

The population of this research was the tenth year students of SMA Negeri 1 Halteng. There were four classes in the tenth years of SMA Negeri 1 Halteng. Every class consisted of 30 (thirty) students. The total number of population was 120 students.

a. Sample

In this research, the researcher applied cluster random sampling technique. Because the population consisted of nine classes. The researcher was taken two classes as the sample of this research. Class X IPA 1 that consisted of 30 students as experimental group and X IPA 2 consisted of 30 students as control group. The total number of sample was 60 students.

In the instruments of the research, the researcher used test. The test was given twice, that was pre-test and post-test. The pre-test was aimed at finding out the ability of the students before giving treatment, while post-test was aimed at finding out the ability of the students

after giving treatment. The command or question both of pre-test and post-test was made procedure text or how to made something in writing.

3. Findings and Discussions

After calculating the students' score of the two groups after treatment, the researcher found that the t-test value was 3.73 by probability significance (one-tailed) was 2.021 or the or the probably was higher than 0.05 as the level of significance for one tailed test, and the degree of freedom ($df = n_1 + n_2 - 2$) (58), so ($2.021 < 3.73$). This means that there was significant differences between students were taught by snowball throwing learning model and students were taught through conventional technique. In other words, the Hypothesis Alternative was accepted and the Hypothesis Null was rejected.

From these findings above, it can be concluded that the Snowball Throwing Learning Model was applied in experimental class can develop the students writing ability than conventional technique (direct interaction technique) was applied in control class.

This is part deals with discussion on the result of research that has been presented previously. Based on the data above, it showed that the writing ability of the tenth Year Students of SMA Negeri 1 Halteng improved especially

for experimental group. It was also supported by the rate percentages and frequency of the students' writing achievement of pre-test and post-test result. Students score for experimental group by using snowball throwing in teaching writing was better than before the treatment was given to the students and better than the result of students' procedure text writing in control group.

Based on the students' work in the pre-test of both experimental and control group, the researcher analyzed that on the five components of writing, the students had low ability to constructing procedure text in writing. While most of the students had difficulty to start the writing task and some of them were also confused on how to construct the procedure text. It was because some of them did not know generic structure and language future of procedure text, where according to Swales in Hidayati (2010:18) that "structure of texts is a device that supports communicative purpose" Some with other text type, procedure text also has generic structure according to communicative purpose of the text itself. Beside that they also still had low comprehension about how to write especially about the five components of writing.

After classifying the rate percentage and frequency of students' score in pre-test of experimental and control group, the researcher found that most of the students' pre-test was classified into

'poor' category and some of them were in "very poor" category. While in experimental group there were 10 students in very poor category and there were 18 students in poor category. While in control group there were 17 students in poor category. It can be concluded that the students' writing ability before treatment in experimental and control group was almost the same.

Based on the description of the data collected through test showed that the student ability to write in pre-test of experimental and control group was same significantly. In experimental and control group most of the students were still classified into "poor" category. On the contrary in pre-test, based on the description of the data collected through test showed that the student ability to write in post-test of experimental and control group was different significantly. It was proved by the mean score rate of the students' post-test result of experimental and control group. In experimental group most of students were classified into "good" category while in control group most of the students were still classified into "fair" category.

In teaching writing, especially in experimental group, the researcher gave the students material and some examples about procedure text based on Anderson & Kathy in Prawati (2013:5) that that a procedure is a piece

of text that tells the reader or listener how to do something. And according to Nystrand and Himley in Hidayati (2010:17) a text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit; the writer's problem knowing what to be explicit about.

After explain the material the students were given a paper that had written a question or command, and then the students made a ball and throw each other. So the students were helped to organize the idea that they would write because they had more understanding about procedure text and had feeling enjoy the learning process. The snowball throwing learning model it was also influence the students' writing in which the content aspect got the most improvement among five components of writing based on Jacobs in Syahril (2006:8).

Therefore, it can be concluded that the use of snowball throwing learning model could lead the students in organizing and developing their ideas into good foam of procedure text. Besides using snowball throwing learning model in teaching writing, the researcher also gave some explanations to the students about how to write well, such as about the use of structure, capitalization, punctuation, and also the

organization of procedure text, so the language use, mechanics, and organization aspect also got improvement after the content aspect. The vocabulary aspect also got improvement because the students got some new vocabularies from the material and instruction of doing snowball throwing.

Overall, in analyzing the students' achievement in both groups based on the mean score, the researcher found that the mean score of students pre-test in experimental group (50.23) and control group (50.10) was in the same category based on scoring system by Depdikbud in Hadrah (2013:35) namely "poor" category while in post-test result, the experimental group (77.90) was in "good" category and the control group (71.16) was in "good" category. It means that the ability of the students both groups were different after given treatments in which the students' ability of the experimental group was greater ($77.90 > 71.16$) than the students' ability of the control group.

Based on the explanation above the researcher concludes that the t-test value (3.73) is greater than t-table value (2.021) $\alpha = 0.05$, see Table 4.6. It means that H_1 was accepted and H_0 was rejected. It was concluded that there was a significant difference before treatment in pre-test and after treatment in post-test. In other words,

there was an improvement on the students' writing ability between post-test in both experimental and control group after the treatment. Finally, the researcher states that the use of snowball throwing learning model was better in improving the students' writing ability than the conventional technique (direct instruction technique). So, this research supports the research finding found by Sholechah (2011) about improving the writing ability by using quantum learning and snowball throwing.

4. Conclusion

Based on the description of the data collected through test showed that the student ability to write in post-test of experimental and control group was different significantly. It was proved by the mean score rate of the students' post-test result of experimental and control group but the students in experimental group who were taught by using snowball throwing learning model in learning process were better than the students in control group who were taught by using conventional way (direct instruction technique). After applying t-test formula of posttest, t-test value is higher than t-table value. It means that the use of snowball throwing learning model of learning process can improve significantly the writing skill of the tenth year students of SMA Negeri 1 Halteng. The five components in writing by using

snowball throwing learning model namely content, organization, vocabulary, language, and mechanics improved significantly.

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