

THE EFFECT OF USING THE SNOWBALL THROWING TECHNIQUE ON IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract

This study was undertaken to find out the students' perception of the implementation of the snowball throwing technique on improving the speaking ability of eighth grade students at SMP N 2 Adiwerna and to find out whether the snowball throwing technique is an effective technique for improving students' speaking ability or not. In this research, the population is eighth grade students of SMP N 2 Adiwerna in the academic year 2022/2023. The researcher used cluster random sampling with a two-group design: VIII A as the experimental group and VIII C as the control group, which each had a total of 31 students. The research was conducted in three phases: pre-test, treatment, and post-test. The experimental group used the snowball throwing technique, while the control group was taught the conventional method as the treatment. The results of data analysis using a simple paired t-test obtained a significance value of 0.000. Thus, the t-test result is less than 0,050. According to the results of the data, alternative hypothesis is accepted and null hypothesis is rejected. It means there is an effect of using the Snowball Throwing Technique on improving students' speaking ability, which was conducted with eighth grade students at SMP N 2 Adiwerna. So according to the analysis, it can be concluded that it is proven that using the snowball throwing technique improves students' speaking abilities. Then, the researcher suggests the English teachers use the snowball throwing technique to improve the students' speaking ability.

Keywords: Snowball Throwing Technique, Speaking, English

INTRODUCTION

Learning a language allows people to communicate with one another, exchange information, and interact. To communicate it, the speaker must deliver it to you in a way that you can grasp it, which is usually audible, visual, or tactile, and is systematically tied to the notion. You can't determine if someone has an idea to communicate until it's perceptibly expressed, and you can't know which idea someone wants to transmit unless there's a systematic relationship between the idea and the method of expression.

According to Ahmad (2016), learning a language is vital due to its adaptability, productivity, utility, universality, and teachability. Communication is the act of sharing one's ideas, feelings, and opinions with others. It is activities by which one person intends to influence the mind of another person. This could be intellectual, interpersonal, verbal, or written communication. Man, like other social organisms, prefers to live in groups. As social demands dictate, we share our ideas with others. Two-way communication processes inspire, inform, propose, warn, order, modify behavior, and develop better connections to make interaction meaningful and understandable.

The sharing of sentiments, ideas, and points of view with others is referred to as communication. This can be an academic, personal, spoken, or written statement. We live in communities, and we share our perspectives with others because social obligations require it. To make dialogue meaningful and to make oneself known, communication is a two-way process that inspires, informs, advises, cautions, orders, changes behavior, and develops better relationships.

With regard to the study, the writer will discuss how we communicate English as a language to people around the world by speaking. To communicate well in English, we need to speak well ourselves. That in order to build an understandable comprehension, the speaker and the listener must catch the meaning. Speaking is the ability to communicate with other people in the community by using language verbally with sound to deliver information, express ideas, and impart meaning. Speaking is one of the abilities that we may learn on our own in a variety of methods, including through books, social media, and any other platform. Speaking is also regarded as a skill that is taught

to students in schools. The department's primary purpose in teaching speech is to educate and prepare students to speak fluently and correctly. Students must have specific abilities to be successful when speaking, such as the capacity to develop statements using accurate terminology, deliver messages using appropriate emotion and tone, and any other points linked to speaking.

In reality, it is still challenging for English Foreign Learners (EFL) students, particularly Indonesian students, to practice their English skills in everyday conversation and even in the classroom while being taught by the teacher. According to Bouzar (2019), when communicating through language, both the interlocutor and the addressee are engaged in two essential processes: idea transfer and message comprehension. As a result, strengthening oral abilities is regarded as one of the fundamental building blocks of language learning since it requires a mix of target language knowledge, skills, and strategies for effective application. As a result, many students find speaking to be a challenging ability to learn.

The four key characteristics that Ur (2000) identified for learners' speaking challenges are inhibition, lack of ideas, low involvement, and habit of utilizing mother language. One psychological issue that hinders students from speaking is inhibition. They frequently worry about speaking in front of their peers, making mistakes, receiving criticism, or looking foolish while speaking (Trinh, 2021). Numerous additional researches agreed that when students are asked to do speaking tasks, they may experience tension and anxiety. Additionally, the majority of students occasionally lack ideas for the prescribed speaking topic since it is obscure or boring. When students are unsure whether what they are going to say is correct, they choose to remain silent or participate minimally (Trinh, 2021).

It is critical for teachers to employ student-friendly teaching strategies. Students' learning spirits can be developed if they believe they are having fun and enjoying the class. The snowball throwing technique is one of many techniques that can be used to improve students' speaking abilities. Especially for junior high school students. Teachers might try using the snowball throwing technique in English class to help students improve their speaking abilities.

Seeing how important it is to speak English, the writer chose to do research on students' speaking abilities. The researcher, in particular, selected eighth grade students of SMP N 2 Adiwerna to implement the snowball throwing technique to find out the result of applying it to the students' speaking ability at the end. The reason why the researcher chose SMP Adiwerna as a research site is because the similar research has been never conducted in this school, so then the researcher wanted to provide reference techniques that could be used in teaching speaking students in class.

Based on the background above, especially with the discussion about students' speaking abilities in Indonesia, more specifically in the writer's research area, there are many identifications of the problems found. So then, it is possible to identify several problems, such as: 1) The students have less confidence and motivation in their speaking abilities, so they feel afraid and insecure, 2) Lack of vocabulary, worried of making mistakes in such as of grammar errors and pronunciation, are the factors that affect students on their speaking ability, 3) Unsupportive environment as an external factor of the students makes it difficult for them to improve their speaking ability.

In this study, the effect of using the snowball throwing technique on improving eighth grade students' speaking abilities that are tested in the field of linguistics is set as the research limit. It uses a recount text as the material that will be taught to determine the improvement of the students' speaking ability. And to answer the research problems, this study focused on finding out the impact of the implementation of the snowball throwing technique on improving the speaking ability of eighth grade students of SMP N 2 Adiwerna and if there is any effect of the use of the snowball throwing technique on improving students' speaking ability or not.

METHODOLOGY

This research is referred to as quantitative research. Quantitative research looks at the relationship between variables in order to answer research questions. These variables can be measured by using tests or even tools, and the numerical data that is obtained can be statistically evaluated. The researcher used the experimental research method in this study, which was conducted as quasi-experimental research. So based on that kind of method, in this study, the researcher used non-equivalent pre- and post-tests. There are two groups, an experimental group and a control group that will be treated differently. The experimental group will be given treatment of the use of the snowball throwing technique in the process of teaching using recount text as its material in this research,

entitled "The Effect of Using the Snowball Throwing Technique on Improving Students' Speaking Ability" conducted at English Eighth Grade Students of SMP N 2 Adiwerna in Academic Year 2022/2023.

The population of this research is eighth grade students of SMP N 2 Adiwerna in the academic year 2022/2023. There are up to 286 students in the population. This study used the cluster random sampling technique. The researcher randomly selected from a large population to estimate the estimated number of students per class in the population table above. Thus, the researcher chose class VIII A as the experimental group and class VIII C as the control group, with each class consisting of 31 students.

In this research, data collection used tests, namely pre-test and post-test, which conducted in the experimental class and control class. Validity and reliability are two elements that must be considered in evaluating the pre-test and post-test. In this study, the researcher used the expert validity. Validity is the extent to which all of the evidence supports the stated purpose's proposed interpretation of test results Creswell (2012). In this research, the researcher a technique of speaking evaluation that was adapted from Brown's (2001) findings to evaluate students' speaking proficiency in grammar, vocabulary, comprehension, fluency, pronunciation, and task.

The research used a speaking test, a questionnaire, and documentation as evidence and research instruments. The speaking test is used as an instrument that will be tested in the pre-test and post-test tests to obtain scores that will be subsequently analyzed to determine the final results. A questionnaire was employed in this study to determine whether there were any different outcomes or results for the students after the implementation of the snowball throwing technique as the technique used in recounting text material that had an effect on their speaking ability. A Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) was used to build in a degree of sensitivity and differentiation of responses.

In this research, the researcher analyzed the data using the IBM SPSS 22 statistics program. This program is to analyze the results of the pre-test and post-test data acquired from the speaking test. It will be used to find out the proof of the hypothesis of this research. It will be proved by the analysis of a test called the paired sample t-test. And for the questionnaire, this program will be used to analyze the validity and reliability and descriptive statistics as a result of the answers to the questions or statements by students.

RESULTS

This research has been carried out in SMP N 2 Adiwerna as a school or research site for as long as seven meetings. The study was conducted in classes VIII A and VIII C as an experimental group and a control group. Both groups received different treatments. The experimental group was carried out using the snowball throwing technique as the treatment. And for group control, treatment is done by conventional methods. This research aims to answer and also prove the research statements based on data processing. In this study, the investigator used SPSS 22 as a tool to process the data.

In this data processing, the researcher will prove two statements about the research that has already been conducted and collected. This is done by using speaking test and questionnaire as the instruments. For speaking test, the data is collected by pre- and post-tests. Pre-tests were performed on both groups before the treatment. and post-tests that were done after the treatment. The snowball-throwing technique for the experimental group is the same as the conventional method for the control group.

To answer and prove the hypothesis that there is or is not an effect of using the snowball throwing technique on improving students' speaking ability, the data is analyzed using the T-test. (Simple Paired T-test). And to find out the results of the implementation of the snowball throwing technique, data was collected with a questionnaire. It is to know the students' opinions about the application of the snowball throwing technique to improving their speaking ability. The questionnaire was conducted for an experimental group consisting of 31 students. The questionnaires were previously checked for validity and reliability before they were finally distributed to them.

The Result of Technique Analyze Data

The data was collected by using the pre-test and post-test, with the speaking test as the instrument tested. The speaking test was conducted with each of the 31 students in both the experimental group

and the control group. A pre-test was performed on both groups before the treatment. And the post-test that was done after the treatment for the experimental group using the snowball throwing technique as the treatment and the conventional method as the treatment applied to the control group.

Descriptive statistics

Descriptive analysis of statistics to find out the minimum, maximum, and mean values. This data was acquired from both the experimental group and control group. The results are obtained from the pre-test and post-test. In addition, there is also the result of the standard deviation.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Group	31	57	80	67.94	6.403
Post-Test Experimental Group	31	60	83	71.58	6.561
Pre-Test Control Group	31	57	80	67.23	6.174
Post-Test Control Group	31	60	83	70.94	6.169
Valid N (listwise)	31				

From the chart above, it can be seen that the minimum value for the experimental group is 57 and the maximum score is 80. From this value, you can get an average of 68.06, and the standard deviation is 6.698. For the post-test in the experimental group, the minimum score is 60 and the maximum score is 87. And from that score, it acquired an average as many as 72.16 and for the standard deviation id as many as 7.358.

For the pre-test of control group, the minimum score is 57 and for the maximum score is 80. From that score, it acquired the average score is as many as 66.68 and the standard deviation is 6.019. as for the post-test in the experimental group, the minimum score is 60 and the maximum score is 87. From that value, the average of the students' speaking result is as many as 71.06. and it acquired 6.465 as the standard deviation of it.

Paired Sample T-Test

The paired sample t-test is used to test whether there is an effect of using the method that has been tested on the samples or not. This test is analyzed as an answer and also proves which hypothesis is correct. The following are the results of the paired sample t-test analysis:

Table 2. Paired Sample T-Test

Paired Sample T-Test							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			

Pair 1	Pre-Test Experimental Group- Post-test Experimental Group	-4.097	5.325	.956	-6.050	-2.144	- 4.283	30	.000
Pair 2	Pre-test Control Group- Post-test Control Group	-4.387	2.729	.490	-5.388	-3.386	- 8.952	30	.000

Based on the results of the paired sample t-test above, the significant value obtained in the pre-test and post-test of both experimental and control groups is 0.000. Which means the result is smaller than 0.05. In this research, it is analyzed to find out if there is an effect of the snowball throwing technique on improving students speaking abilities or not. So, it can be concluded that there is an effect of using the snowball throwing technique on improving students' speaking ability.

The Result of Questionnaire

According to result of validity of the questionnaire, the researcher chose ten questions and/or statements about the application of the snowball throwing technique given to the experimental group. This group consisted of 31 students. This questionnaire is given to the students to know their opinions or perspectives on the implementation of snowball throwing in the learning activities in the classroom

Descriptive Statistics of Questionnaire

The researcher has distributed questionnaires to the respondents. The questionnaire, containing 10 statements, was answered by 31 experimental group students. Based on the results of the questionnaire above, the results of the descriptive statistics of the questionnaire are as follows:

Table 3. Descriptive Statistics Questionnaire

	N	Mean	Std. Deviation
Q1	31	3.8710	.61870
Q2	31	4.0000	.57735
Q3	31	4.1935	.74919
Q4	31	4.3548	.70938
Q5	31	4.0000	.68313
Q6	31	4.4839	.67680
Q7	31	3.9355	.57361
Q8	31	4.1613	.63754
Q9	31	3.6774	.70176
Q10	31	4.9032	.53882
Valid N (listwise)	31		

From the descriptive statistics test, the maximum, minimum, mean, and standard deviation values of the questionnaire were obtained. These results were obtained from 10 questionnaire statements answered by 31 respondents (experimental group's students)

CONCLUSIONS

The researcher carried out the research and obtained all the data that had been collected and analyzed. The data were obtained from eighth grade students at SMP N 2 Adiwerna. The sample for this research is VIII A as the experimental group and VIII C as the control group. The speaking test instrument was used to obtain the students' speaking scores, which were tested by the pre-test and post-test. The snowball throwing technique treatment was used for the experimental group and the conventional method for the control group. The recount text is the material used when the researcher applied the treatment to both the experimental and control groups.

According to the outcomes of the paired sample t-test, the two-tailed significance value is 0.000, which is less than 0.050 ($0.000 < 0.050$). Based on that significance value, it means there is an effect on improving students' speaking ability that has been analyzed by the t-test. Thus, that means that the alternative hypothesis in this study is accepted and the null hypothesis is rejected.

The result of the questionnaire showed that the implementation of the snowball throwing technique had a positive effect on students' speaking abilities. It has been proven that the data was obtained from the students' opinions of the experimental group based on their answers to the questionnaire. The questionnaire itself consists of 10 statements related to the snowball throwing technique as the teaching method used in the class.

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