



IMPLEMENTING SNOWBALL THROWING TECHNIQUE TO ENHANCE THE ELEVENTH GRADE STUDENTS' SPEAKING SKILL AT SMA N.2 SIBORONG BORONG IN THE ACADEMIC YEAR OF 2023/2024

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Abstract:

This study endeavors to explore the potential impact of employing the Snowball Throwing technique to augment students' speaking proficiency. Through the examination of student reactions and feedback following instruction utilizing this technique, this research seeks to yield valuable insights into its efficacy in enhancing speaking acquisition. The implications of the findings extend to educators and researchers alike, offering innovative approaches to language learning enhancement. Positioned within the realm of Classroom Action Research (CAR), this investigation focuses on the application of the Snowball Throwing technique to enhance the speaking skills of eleventh-grade students at SMA N. 2 Siborong Borong. Quantitative data analysis reveals a notable improvement in speaking ability, evidenced by a progression from the Pre-test, where no students scored ≥ 75 , to the Formative-test, where 14.28% achieved this threshold, culminating in the Post-test, where 77.12% reached a score of ≥ 75 . This research was conducted during the academic Year 2022/2023 at SMA N. 2 Siborong Borong, demonstrating a significant enhancement in student achievement across test iterations. The findings of this study are anticipated to furnish valuable insights into optimizing students' speaking proficiency through the implementation of the Snowball Throwing technique. Throughout the research process, it became evident that cultivating student interest through engaging techniques is paramount to fostering speaking skill development.

Keywords: Classroom Action Research (CAR), speaking proficiency enhancement, snowball Throwing technique

INTRODUCTION

Human beings possess the anatomical apparatus necessary for vocal communication, enabling speech as a fundamental means of expression and interaction. The efficacy of verbal communication hinges upon intact speech organs; any defects therein may lead to incongruence between intended and articulated messages, particularly accentuated in unfamiliar languages due to phonetic disparities. Speaking is an unscripted act, facilitating the spontaneous exchange of ideas and emotions between speakers and listeners (Tsang & Lee, 2023). Everyday dialogues exemplify this fluidity, as individuals engage in informal discourse to inquire about well-being and share sentiments, reflecting the notion that speaking serves as a conduit for emotional and intellectual expression (Chen, 2022; Ericsson & Johansson, 2023). Mastery of speaking skills, deemed essential among the quartet of language competencies, underpins interpersonal communication, wherein students articulate thoughts, convey information, and resolve queries through verbal exchanges.

However, despite the paramount importance of spoken proficiency, many students, particularly those in Senior High School, encounter challenges in attaining fluency in English. Insights gleaned from interviews conducted with educators corroborate this observation, attributing students' linguistic reticence to multifaceted factors. Firstly, a prevailing reticence amongst students manifests during classroom interactions, impeding their verbal contributions and test performance (Smit et al., 2022). Vocabulary limitations further stymie expression, compelling premature sentence truncation (Şahin Kızıl & Savran, 2018). Additionally, self-consciousness stemming from pronunciation apprehensions and a fear of linguistic errors exacerbate reticence, thus necessitating pedagogical interventions that foster active student engagement and mitigate inhibitions.

Among the array of instructional methodologies, the Snowball Throwing technique emerges as a promising approach, leveraging gamification to alleviate student apprehension. Rooted in cooperative learning principles, this technique entails collaborative question formulation and rapid response exchanges following brief dialogic prompts. As Wang and Ko (2022) expound, this strategy not only promotes information synthesis but also fosters peer interaction and accountability. By imbuing learning activities with an element of playfulness, Snowball Throwing technique engenders a conducive atmosphere for linguistic experimentation and proficiency development.

Inspired by the documented success of Snowball Throwing technique in enhancing speaking proficiency, the researcher embarks on a similar inquiry, aimed at investigating its efficacy among eleventh-grade students at SMA Budi Murni 2 Medan. With a focused exploration on speaking skill development, this study endeavors to elucidate the pedagogical implications of integrating Snowball Throwing technique within the language learning framework.

METHODOLOGY [500-1000 words]

This study entails a Classroom Action Research (CAR) endeavor aimed at assessing the efficacy of employing the Snowball Throwing technique in facilitating speaking skills acquisition. As delineated by Tusino et al (2021), CAR serves as a methodological approach wherein educators address context-specific pedagogical challenges. Specifically, CAR enables educators to identify optimal strategies for ameliorating speaking proficiency issues within the classroom setting. The research locale for this investigation is SMA N. 2 Siborong Borong, situated at Jln. Balige KM. 1, Siborong Borong, Tapanuli Utara, Sumatera Utara.

Collaboration with a fellow English instructor from SMA N. 2 Siborong Borong is integral to this study, serving as a vital collaborator for data collection purposes. The research instruments employed encompass a speaking test, observation sheet, field notes, and questionnaire, ensuring a comprehensive data collection approach. Data analysis entails both qualitative and quantitative methodologies. Qualitative data sources include observation sheets, questionnaires, and field notes, while quantitative data emanates from pre-test, formative-test, and post-test results.

The study is scheduled to commence in June 2023, coinciding with the Academic Year of 2022/2023. The research cohort comprises eleventh-grade students from SMA N. 2 Siborong Borong, specifically class XI IS 1, totaling 35 students, comprising 11 males and 24 females. The selection of this particular class stems from preliminary interviews with an English educator at SMA N. 2 Siborong Borong, revealing prevalent speaking proficiency challenges among students enrolled in class XI IS 1.

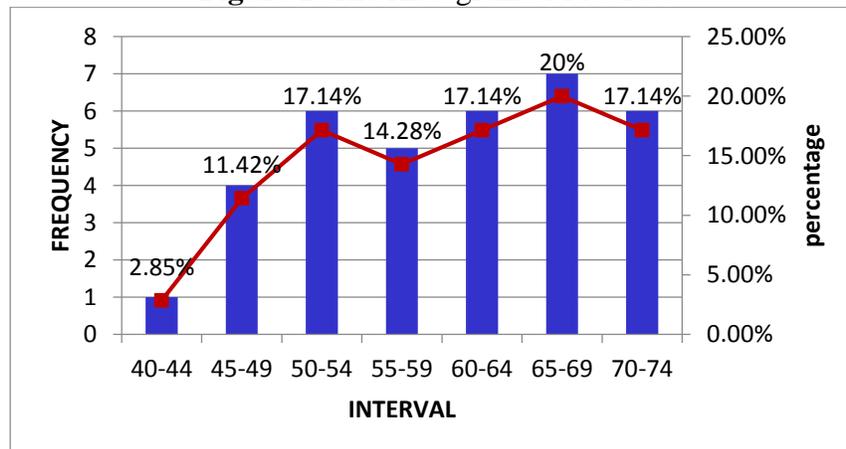
FINDINGS AND DISCUSSION

The research findings were derived from the analysis of two distinct types of data: quantitative and qualitative. Quantitative data, comprising scores from pre-test, formative-test, and post-test assessments, were meticulously collected and scrutinized. The comprehensive array of students' scores across each testing phase is presented in the subsequent table, accompanied by a histogram delineating score intervals and their respective frequencies.

Table 1. Pre-Test Score Interval

Score interval	Frequency	Percentage
40-44	1	2,85%
45-49	4	11,42%
50-54	6	17,14%
55-59	5	14,28%
60-64	6	17,14%
65-69	7	20%
70-74	6	17,14%
Total	35	100%

Figure 1. The Histogram of Pre-Test

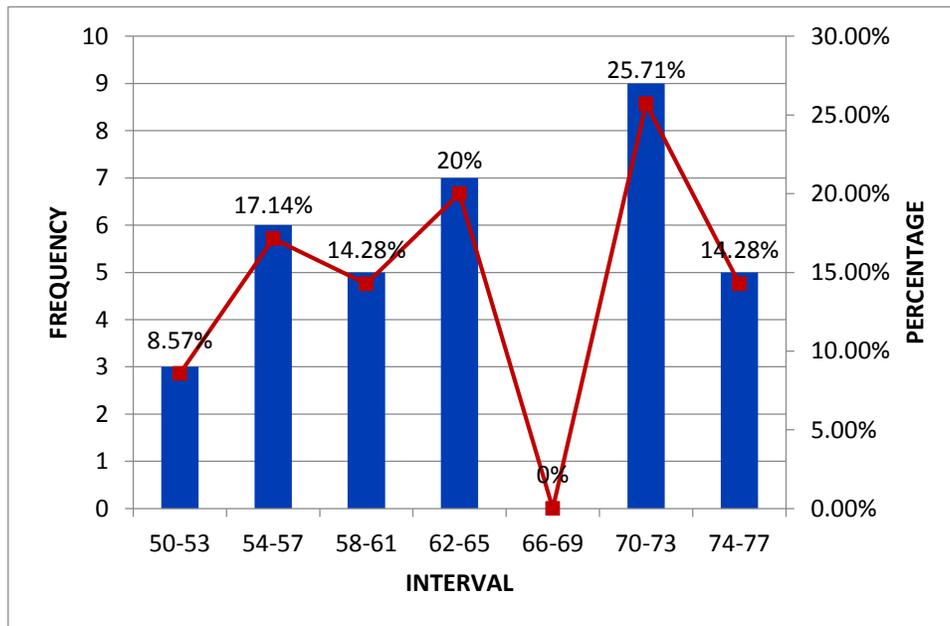


According to the distribution depicted in the pre-test histogram, it is observed that 1 student (2.85%) attained a score falling within the range of 40-44. Subsequently, 4 students (11.42%) achieved scores within the interval of 45-49, while 6 students (17.14%) scored within the range of 50-54. Moreover, 5 students (14.28%) secured scores within the bracket of 55-59, and an equivalent number of students, namely 6 (17.14%), obtained scores between 60 and 64. Additionally, 7 students (20%) achieved scores ranging from 65 to 69, while another 6 students (17.14%) obtained scores within the range of 70-74. Upon conducting calculations, it is evident that none of the students met the established minimum proficiency criterion (referred to as *Kriteria Ketuntasan Minimal* or *KKM* in the educational context), as the requisite threshold for satisfactory performance in the school curriculum is set at 75.

Table 2. Formative test Score Interval

Score Interval	Frequency	Percentage
50-53	3	8.57%
54-57	6	17.14%
58-61	5	14.28%
62-65	7	20%
66-69	0	0%
70-73	9	25.71%
74-77	5	14.28%
Total	35	100%

Figure 2. The Histogram of Formative



According to the histogram representing the formative test results, the distribution of scores indicates that a notable proportion of students fall within specific score intervals. Notably, there were 3 students (8.57%) within the score interval of 50-53, 6 students (17.14%) within the

interval of 54-57, 5 students (14.28%) within the interval of 58-61, and 7 students (20%) within the interval of 62-65. Interestingly, there were no students within the score interval of 66-69. However, the largest proportion was observed within the interval of 70-73, encompassing 9 students (25.71%), followed by 5 students (14.28%) within the interval of 74-77. It is noteworthy to mention that the minimum criteria for mastery, established by the school, stands at 75. Consequently, based on this criterion, it can be inferred that only 5 students have met the mastery minimum criteria. This observation prompts an evaluation of the efficacy of instructional methodologies, particularly the Snowball Throwing technique, which appears to be demonstrating its advantageous potential in enhancing student performance.

Table 3. Post-test Score Interval

Score Interval	Frequency	Percentage
65-68	1	2,85%
69-72	7	20%
73-76	14	40%
77-80	8	22,08%
81-84	0	0%
85-88	4	11,42%
89-92	1	2,85%
Total	35	100%

Figure 3. The Histogram of Post-test

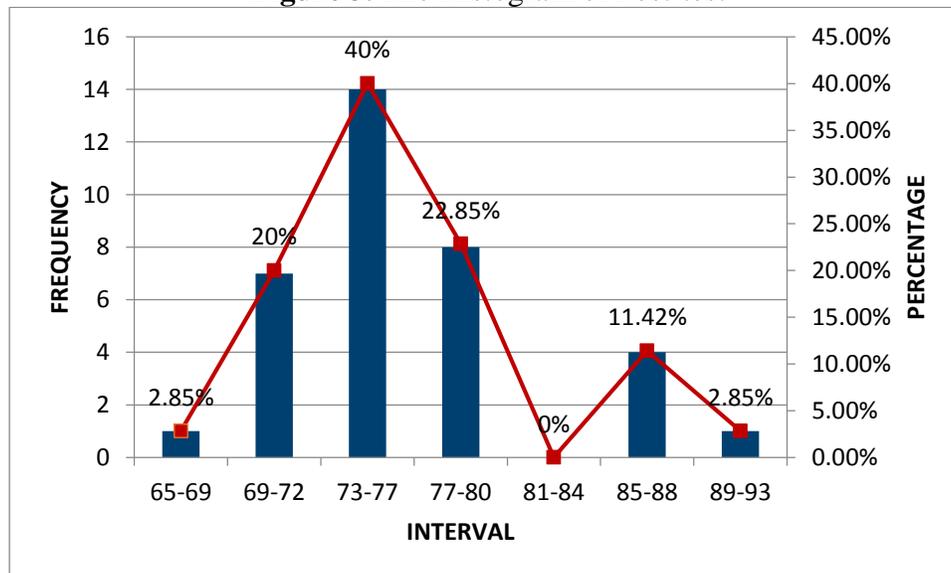
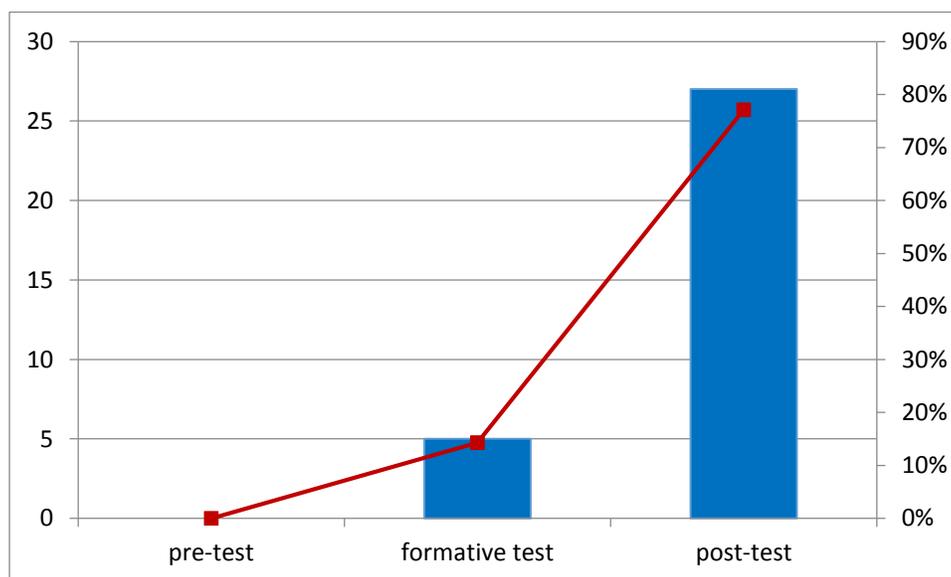


Figure 4. The histogram of percentage of students' achievement who got score ≥ 75



The histogram analysis of post-test results reveals notable distribution patterns across various score intervals. Specifically, it is observed that within the score interval of 65-68, one student, constituting 2.85% of the cohort, attained scores within this range. Further examination reveals that a total of seven students, representing 20% of the sample, achieved scores ranging between 69 and 72. A significant portion of the cohort, comprising 14 students (40%), exhibited scores within the range of 73-76. Additionally, eight students (22.85%) fell within the score range of 77-80. However, no students attained scores within the subsequent interval of 81-84. Moving forward, it is noteworthy that four students (11.42%) achieved scores within the interval of 85-88, while one student (2.85%) obtained scores ranging from 89 to 92. Upon thorough analysis, it becomes evident that a substantial proportion of the cohort, constituting 77.12% of the total, met or exceeded the minimum mastery criteria (KKM) set by the educational institution, which stands at 75. This observation underscores the academic proficiency demonstrated by a significant majority of the students in the sample.

DISCUSSION

The application of the Snowball Throwing technique was implemented with the aim of enhancing the speaking proficiency of eleventh-grade students at SMA N. 2 Siborong Borong. Collaboratively undertaken by the English teacher and the researcher, a comprehensive examination of the outcomes ensued, leading to the joint conclusion that the utilization of this technique represents an effective pedagogical approach for fostering speaking skills among students. This assertion is substantiated by the empirical evidence derived from both the histogram and Table 4.4, which depict a discernible improvement in mean scores across successive assessments (Pham & Sampson, 2022). Specifically, the mean score of the pre-test was recorded at 58, demonstrating a notable elevation to 64 in the formative test, and further enhancement to 76 in the post-test. Additionally, the efficacy of the Snowball Throwing technique is corroborated by supplementary sources of data, including observation sheets, field notes, and questionnaires, all of which attest to the observed advancements in student speaking proficiency.

However, despite the promising outcomes achieved through the implementation of the Snowball Throwing technique, several challenges were encountered during its execution. Notably, issues such as students' disruptive behavior, manifested by the noisy exchange of dictionaries and frequent movement between desks to seek assistance, posed significant impediments to the smooth conduct of the instructional sessions. Moreover, managing classroom dynamics proved challenging, particularly in instances where unruly students engaged in disruptive behaviors, thereby undermining the learning environment for their peers (Zheng et al., 2024). Nevertheless, proactive measures were instituted to address these challenges, including encouraging students to bring their own dictionaries and imparting the rationale behind the importance of maintaining discipline within the learning context. Through these interventions, the researcher was able to mitigate the adverse effects of disruptive behaviors and sustain a conducive environment conducive to effective learning.

In summation, the Snowball Throwing technique emerges as a pedagogical strategy well-suited to augmenting students' speaking proficiency, owing to its emphasis on active participation and peer interaction. By necessitating students to formulate responses to queries posed by their peers and subsequently present their answers to the class, the technique cultivates both linguistic fluency and leadership skills among participants. Despite encountered challenges, proactive measures and a pedagogical commitment to the importance of English language proficiency facilitated the successful implementation of the technique and its attendant benefits in enhancing students' speaking abilities.

CONCLUSION

Following the completion of research endeavors encompassing data collection, presentation, and analysis, the researcher has drawn conclusions and provided recommendations. Firstly, the efficacy of the Snowball Throwing technique in enhancing students' speaking proficiency has been substantiated. Notably, a discernible progression in students' speaking competence was evident across successive assessment phases, namely the pre-test, formative test, and post-test. This evolution is underscored by the ascent in mean scores, with the pre-test registering a mean score of 58, ascending to 64 in the formative test, and culminating at 76.43 in the post-test. Moreover, a noteworthy transformation is observed in the proportion of students meeting the Mastery Minimum Criteria (Kriteria Ketuntasan Minimal). Specifically, while no students attained the set criterion in the pre-test, a modest 14.28% achieved this benchmark in the formative test, with a substantial surge to 77% attainment observed in the post-test. Consequently, the empirical evidence substantiates the proposition that the Snowball Throwing technique is adept at fostering substantial improvements in students' speaking abilities. Secondly, through qualitative data analysis, students' perceptions and responses regarding the utilization of the Snowball Throwing technique for honing speaking skills have been elucidated. Findings reveal a prevailing sentiment of positivity among students towards the efficacy of this pedagogical approach. Additionally, survey responses accentuate a consensus among students, indicating strong agreement regarding the intriguing and pertinent nature of the Snowball Throwing technique in enhancing speaking proficiency. In summary, the empirical evidence, both quantitative and qualitative, collectively underscores the effectiveness of the Snowball Throwing technique in facilitating a significant enhancement in students' speaking abilities. This conclusion, grounded in rigorous research methodology and analysis, serves to inform pedagogical practices aimed at optimizing language learning outcomes.

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