

IMPROVING SPEAKING SKILL BY IMPLEMENTING SNOWBALL THROWING

**AHMAD MUHIBUDDIN
1010231063**

University of Muhammadiyah Jember
Faculty of Teacher Training and Education
English Education Program 2017

Advisor: 1. Drs. H. Moch. Zaki Hasan, M.Si
2. Fitrotul Mufaridah, M.Pd

Abstract

The objective of this study is to find “how snowball throwing method can improve students’ speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah in 2015/2016 academic year”. Classroom action research is used in this study. The subject of this study was seven grade students consisting of 30 students.

The implementation of snowball throwing method is an appropriate way to develop students speaking proficiency for seven grade students at SMP plus Drarul Hikmah Jenggawah. It has been proven by the result in cycle two that the students have achieve the criteria success determined by the researcher that is 70% of students who get score 70 or more.

This research was carried out in two cycles. The result showed that there were some improvements in the students’ speaking skills. The material used in this study was descriptive text. The activities done during teaching learning process provided them with the classroom interaction and discussion. The implementation of this method is chosen based on several reasons in order to overcome the problem of students’ in speaking. Firstly, snowball throwing method gives the students a fun in the activity. Secondly, this method gives them a chance to give and answer a question. Thirdly, there will be challenging during this action. Fourthly, they have more courage to speak to their own friends rather than their own teacher. Finally, students can improve their speaking ability while they are doing this activity using snowball throwing method.

Key Word: Speaking Skill, Snowball Throwing

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan "bagaimana bola salju melempar metode dapat meningkatkan kemampuan berbicara siswa selama tujuh kelas di SMP ditambah Darul Hikmah Jenggawah di 2015/2016 tahun akademik". penelitian tindakan kelas yang digunakan dalam penelitian ini. Subjek penelitian ini adalah tujuh siswa kelas terdiri dari 30 siswa.

Penerapan metode snowball throwing merupakan cara yang tepat untuk mengembangkan siswa berbicara kemampuan untuk tujuh siswa kelas di SMP ditambah Drarul Hikmah Jenggawah. Ini telah dibuktikan oleh hasil pada siklus dua yang memiliki siswa mencapai keberhasilan kriteria yang ditentukan oleh peneliti yaitu 70% siswa yang memperoleh nilai 70 atau lebih.

Penelitian ini dilakukan dalam dua siklus. Hasil penelitian menunjukkan bahwa ada beberapa perbaikan dalam keterampilan berbicara siswa. Bahan yang digunakan dalam penelitian ini adalah teks deskriptif. Kegiatan yang dilakukan selama mengajar proses pembelajaran yang tersedia mereka dengan interaksi kelas dan diskusi. Pelaksanaan metode ini dipilih berdasarkan beberapa alasan untuk mengatasi masalah siswa dalam berbicara. Pertama, metode lempar bola salju memberikan siswa yang menyenangkan dalam kegiatan ini. Kedua, metode ini memberikan mereka kesempatan untuk memberi dan menjawab pertanyaan. Ketiga, akan ada tantangan selama aksi ini. Keempat, mereka memiliki lebih banyak keberanian untuk berbicara dengan teman-teman mereka sendiri daripada guru mereka sendiri. Akhirnya, siswa dapat meningkatkan kemampuan mereka berbicara saat mereka melakukan kegiatan ini menggunakan metode lempar bola salju.

Kata kunci: speaking skill, snowball throwing

INTRODUCTION

As a matter of fact, English skill are divided into four skills they are listening, speaking, reading, and writting. These skills are important in English language teaching, however, among those four English skills, speaking ability is the most important that the student should have in learning language (Brumfit, 1984, p.103).

Beside that English is not only concerning with the four language skills that must be mastered by the students, but also with language components such as vocabulary, grammar, pronunciation, etc. Meanwhile, those components become a fundemental thing to get speaking skill in English. In fact, it is really complicated problem to master the components in the same time.

The condition of teaching-learning process in the class shows that many students get some difficulties to speak English because some of them are afraid to make mistakes in pronunciation and grammar, on the other hand, the students have a little mastery in vocabulary. Some problems above should be solved by the teacher in order to reach the goal of teaching-learning process. The teacher may use some methods that make the students can overcome their problems above. There should be a way to make the students have motivation in enjoying speaking class. Brown (1977:26) states that, in learning a foreign language, therefore, students should be provided with materials and condition that can help them to speak in the target language.

From the observation at SMP plus Darul Hikmah Jenggawah, it was found some problems with students' ability to speak English regarding the four aspects of speaking; vocabulary, grammar, pronunciation, and fluency. They should realize that in learning language they must speak, if they can speak they can also communicate and practice the language they learn. Spears (in Suprijono, 2015:2) said that learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.

Based on the problems above the implementation of an appropriate method is an important utility to overcome the students' problems. An appropriate method can stimulate the students to be more active in their speaking activity while teaching -learning process is interesting for the students. Thus, each student will try to develop and practice their ability in speaking English.

RESEARCH METHOD

The objective of the Research

The objective of this research is to find: how the Snowball Throwing Method can improve students' speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah.

Action Hypothesis

The action hypothesis of the research is formulated as: the implementation of snowball throwing method can improve the seven grade students' speaking proficiency at SMP plus Darul Hikmah Jenggawah in academic year 2015/2016.

Kind of Research

This research uses a Classroom Action Research. Action research has the purpose of developing new skill or new approach to solve a problem in the field or the actual problem by using snowball throwing method. It is to improve the quality of teaching learning process and to solve the students' problem. In conclusion, the classroom action research is intended to improve the quality of the teaching learning process.

A classroom action research is used in this research because this research is intended to improve the students' speaking achievement by using snowball throwing method during the teaching learning process. Ary et al (2010:512) explains that classroom action research is about taking action based on research and researching the action taken. Action research has been used in a variety of setting including school and environment. It can be used to enhance everyday work practices, to resolve the specific problem, and to develop special project and programs.

. According to Arikunto(2010:137), there are four steps to do action research: 1) planning of the action, 2) implementation of the action or acting, 3) class observation and evaluation, and 4) data analysis and reflection of the action. If the result of cycle 1 is not satisfied, the cycle would be continued to the next step.

Creteria of Success

The criteria of success is used to know whether the implementation of the action achieve the target. In this research, the actions are regarded successful if more than 70% of students could achieve the minimum standard score requirement that is 70. Meanwhile, if the requirement above could not be achieved in cycle 1, the action will be continued to the next cycle. Whereas, the students' involvement in the teaching learning process is considered better if more than 70% of students actively involved in the action.

THE RESULT OF THE RESEARCH

1. Observing of the Action in Cycle One

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	63%	37%
2	Meeting 2	67%	33%
3	Average	65%	35%

Based on the table above the result shown that there were 19 of 30 students or 63% actively participated in teaching learning process in the first meeting of cycle one. In the second meeting, there were 20 of 30 students or 67% were active in teaching learning process. It could be concluded that the result of observation had not achieved the criteria success of the research that was 70% of students who actively participated in teaching learning process.

Score	Amount of students	Percentage (%)
50-59	1	3%
60-69	10	34%
70-79	17	57%
80-89	2	6%
Total	30	100%

The result of the speaking test in cycle one shown in the table that only 63% of the participants got score 70 or more while the others got less than 70. There are only 19 students from 30 students in the class who get score 70 or more. It is known after counting the four aspects of speaking: grammar, vocabulary, pronunciation and fluency.

This research was successful if 70% of the students got 70 or more in the speaking test. However, the result of the test in cycle one above shown that the students do not fullfil the creteria of success, cycle one is failed.

2. Observing of The Action in Cycle Two

No	Meeting	Percentage (%)	
		Active	Passive
1	Meeting 1	70%	30%
2	Meeting 2	77%	23%
3	Average	74%	26%

Based on the table above, it was known that there were 21 of 30 students or 70% were active in the first meeting. The student participation had increased in the second meeting that 77% or 23 of 30 students were active. In addition, the average result of the students' active participation was 74%. Since the criteria of success was 70% of the students who were active in teaching learning process of speaking a descriptive text by using snowball throwing strategy the result indicated that it fulfilled the target.

The result of speaking test in cycle two there are 21 of 30 students or 70% who are able to get score 70 or higher. It shows that the result of speaking test in cycle two had achieved the target score of the research. The result are taken from a test of speaking based on the four aspects: grammar, vocabulary, pronunciation and fluency.

Score	Amount of students	Percentage (%)
50-59	1	3%
60-69	8	27%
70-79	16	53%
80-89	5	17%
Total	30	100%

The table shown that 70% of the students get score 70 or more. There are 21 of 30 students who fulfill the criteria success that score 70 or more. Indeed, the result in cycle two shown a progress and it improve the students speaking proficiency.

DISCUSSION

In the first cycle, the researcher uses descriptive text as the material with topic “mother” in the first meeting and “family” in the second meeting. There are 30 students in class who are divided into five groups which group consist of six students. The topic is really simple topic they are surely know how their mother looks like and their family too. However, the result is not as what the researcher expected before. They do not improve their speaking it is due to the topic of the material could not be seen. They are hardly to describe the object even they what the object is. The students need something real to be describe, they need to see what need to be describe. Therefore, cycle one is failed and the implementation of snowball throwing method can not improve students’ speaking proficiency.

Knowing the result of cycle one, in cycle two, the researcher try to give them an appropriate object to be describe. Describing the visible object that is their own classmate. Looking at the object clearly will make them interested to speak. This way is really helpfull for them. Besides, they have already involved in the method which is a fun.

The method done with several steps in its implementation, the interesting thing for them is that they have a question from their own friends and answer their question. Basically, students are easier to answer a question given by their own friend rather than from a teacher. Moreover, the topic they get in the cycle two is giving a chance to describe their own friend. Therefore, the observation while doing the action is improving. The students are more active in cycle two. According to Silberman (2006:61) snowball throwing method introduces any discussion questions appropriate to the group, which means that they can easier understand the material while they are doing the discussion. It encourages being active in learning and speaking in the classroom.

After the action in cycle two, the results of the speaking the speaking test showed an improvement. It shown that were 21 students or 70% who got score 70 or more. It means that the students’ speaking test in cycle two had achieved the objective of the research. Huda (2013:226) said this method is effectively able to train the students become responsive in requiring the message transferred by their friends of the group.

The ability of speaking will be improved when the students practice it orally. As the method used, snowball throwing which is implemented for seven grade students of SMP plus Darul Hikmah Jenggawah has already helped and improved students speaking skill by using descriptive text as the material. Discussion by asking and answering the question from their own friends stimulated them to be active in the class. It is overcoming the problems they have in the speaking aspects such as grammar, vocabulary, pronunciation, and fluency.

CONCLUSION AND SUGGESTION

Conclusion

This research is conducted by using Classroom Action Research which aimed to find out whether snowball throwing method can develop students' speaking proficiency. Based on the actions that have been implemented in this research, it is concluded that the implementation of snowball throwing method can develop students' speaking proficiency by : Firstly, snowball throwing method gives the students a fun in the activity and everything's fun is interesting. Secondly, this method gives them a chance to give and answer a question. Thirdly, there will be challenging during this action. Fourthly, they have more courage to speak to their own friends rather than their own teacher. Finally, students can improve their speaking ability while they are doing this activity using snowball throwing method.

Suggestions

By considering the result above, some suggestions are given to the following people:

1. The English Teacher

It is also suggested that the English teacher should use snowball throwing as an alternative strategy in teaching speaking, not only for descriptive text but also other genres of text, explain how to use snowball throwing strategy clearly, and pay attention more to the students who are the low

achievers. It is due to the fact that the snowball throwing method can improve the students' speaking skill.

2. The School Head Master

The school authority is suggested to establish some activities such as teacher training related to the teaching strategy to improve their skill in the teaching learning process.

3. The future Researcher

Because of the limited time for conducting the action research, the future researchers are suggested to give more attention to the students who are the low achievers and use the result of this research as reference to conduct a further research with the same research design to develop the students' speaking skill.

REFERENCES

- Almenoar, L. 2014. *Snowballing Using Quranic Verses in English*. Saudi Arabia: AlFaisal University.
- Arikunto, Suharsini. Prof. Dr. 2010. *Prosedure Penelitian: Suatu Pendekatan Praktik*. Jakarta. PT. Rineka Cipta.
- Ary, Jacobs, Sorensen, Razavieh. 2010, 2006. *Introduction to Research in Education 8th Edition*. USA. Wadsworth, Cengage Learning.
- Broughton, Brumfit, Flavell, Hill, Pincas. 1978, 1980. *Teaching English as a Foreign Language 2nd Edition*. London, New York. Routledge
- Brown, D. 2001. *Language learning and teaching*. San Fransisco: Longman
- Brown, D. 2000. *Teaching by principles: an interactive approach to language*. California. Longman
- Harmer, Jeremy. 2007. *How to Teach English*. England. Pearson Education Limited. Longman

- Huda, Miftahul. 2011. *Cooperative Learning*. Yogyakarta. Pustaka Pelajar
- Kumaravadivelu, B. 2006. *Understanding Language Teaching: From Method to Postmethod*. London. Lawrence Erlbaum Associates, Publisher
- Nugroho, M. 2010. *The Use of Realia In Teaching Speaking*. Jakarta: Departement of Education.
- Nunan, David. 1989. *Designing Task for the Communicative Classroom*. United Kingdom. Cambridge University Press
- Professional Development Service for Teacher. No year. *Active learning methodologies*.
- Purwanto, Ngalim. M. Drs. MP. 2000. *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*. Bandung. PT. Remaja Rosdakarya.
- Semi, Atar. 2007. *Dasar-dasar Keterampilan Menulis*. Bandung. Angkasa
- Silberman, M. 2006. *Training the Active Training Way: 8 Strategies to Spark Learning and Change*. San Francisco. John Wiley.
- Slavin, Robert E. 1995. *Research on Cooperative Learning and Achievement: What We Know, What We Need to Know*. Center for Research on the Education of Students Placed at Risk Johns Hopkins University
- Slavin, Robert E. 1995. *Instruction Based on Cooperative Learning*. Center for Research on the Education of Students Placed at Risk Johns Hopkins University
- Suprijono, Agus. 2011. *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Belajar.
- Thronbury, S. 2005. *How to Teach Speaking*. Longman
- Universitas Muhammadiyah Jember. 2010. *Pedoman Penulisan Skripsi*. Jember