

Developing Students' Speaking Ability through Snowball Throwing Technique

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Abstract

The purpose of this research is to prove whether the snowball throwing technique is effective or not in developing students' speaking abilities at SMA Negeri 3 Ratahan. It is a pre-experimental design. The instrument used in collecting data is an oral test. The results show that the lowest pretest score was 4 and the highest posttest score was 10. Pretest scores totaled 137, while posttest scores totaled 181. The mean of the pretest scores was 5.95, while the mean of the posttest was 7.86. The standard deviation of the pretest was 0.46, while the posttest was 0.95. The pretest results show that the students are still struggling to learn the snowball throwing technique. The posttest results show that the students' proficiency in learning to speak through snowball throwing has increased.

Keywords: Speaking, Snowball Throwing Technique

Abstrak

Tujuan dari penelitian ini adalah untuk membuktikan apakah teknik snowball throw efektif atau tidak dalam mengembangkan kemampuan berbicara siswa di SMA Negeri 3 Ratahan. Ini adalah desain pra-eksperimental. Instrumen yang digunakan dalam mengumpulkan data adalah tes lisan. Hasil penelitian menunjukkan bahwa skor pretest terendah adalah 4 dan skor posttest tertinggi adalah 10. Skor pretest berjumlah 137, sedangkan skor posttest berjumlah 181. Rata-rata skor pretest adalah 5,95, sedangkan rata-rata posttest adalah 7,86. Standar deviasi pretest adalah 0,46, sedangkan posttest adalah 0,95. Hasil pretest menunjukkan bahwa siswa masih kesulitan mempelajari teknik snowball throw. Hasil posttest menunjukkan bahwa kemampuan siswa dalam belajar berbicara melalui snowball throw mengalami peningkatan.

Kata kunci: Berbicara, Teknik Snowball Throwing

I. INTRODUCTION

In Indonesian schools, the teaching and learning of English should be emphasized with the goal of helping students be able to communicate in English both in written and spoken forms.

In the teaching and learning of English, teachers also build students' awareness of the significance of English as a global language. During English classes, it is expected that when they are learning, they will understand not only the language but also the

culture. In addition to teaching the students to use English in their daily communication, the teacher also exposes the students to the real condition of using English in their own culture. From that statement, it can be concluded that the purpose is to build students' awareness and make the students able to communicate by using English in their daily lives, especially through spoken communication.

In the teaching and learning of English, there are four major skills that have to be mastered by the students: listening, speaking, reading, and writing. Among those four main skills of English, speaking is considered to be the most complex and involves a lot of activity and practice.

The students also need speaking practice in classroom activities. Limited speaking practices cause students to have low self-confidence as well as a limited vocabulary and knowledge about parts of speech. As a result, the students spoke English hesitantly. Such problems occur because the teacher often uses Indonesian and Javanese to deliver materials in the classroom activities.

II. THEORETICAL REVIEW

In the theoretical review, the researcher discusses some theories and research studies that are relevant to the topic. It has been mentioned in the previous section that the aim of the study is to teach speaking skills. In this section, the discussion will center around a review of speaking, micro-skills of speaking, teaching speaking, problems in teaching speaking, some solutions, media, and techniques. In addition, reviews of related research studies will be highlighted.

Speaking

According to Brown and Yulein Nunan (1989), spoken language consists of short, often fragmentary utterances in order of pronunciation. It deals with the ability to convey meaning through words that have to be pronounced. There is often a great deal of repetition and negotiation of meaning between one speaker and another. Speaking is a productive skill. It entails the speaker using speech to communicate meaning to others (Spratt, Pulverness, & Williams: 2005).Some people think that to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. However, speaking is more than that.

Speaking is a productive skill that can be observed directly and empirically (Brown, 2001:140), involving two people talking to each other (Harmer, 2007:67), using language to express meaning so that the people can make sense of them (Cameron, 2001:40).

The productive skill is the skill that is used by learners to produce language. In this case, the speaker's performance can be directly observed and empirically measured during the speaking process. This situation involving two people who are engaged in talking to each other means sharing their understanding with each other.

The speakers deliver their intention with appropriate diction so that the listeners will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listeners so that the listeners can make sense of the speakers. The participants have the same knowledge, so the speaker's intended meaning will be easily delivered.

Brown (2001:271-272) proposes micro-skills for oral communication skills. They are mentioned as:

- Produce chunks of language of different lengths.
- Orally produced differences exist among the English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- Produce fluent speech at different rates of delivery.
- Monitor our own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- Use grammatical word phrases (nouns and verbs), systems (e.g., tense and agreement), word order, patterns, rules, and elliptical forms.
- Produce speech in its natural constituents—in approach phrases, pause groups, breath groups, and sentences.
- express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

- Accomplish appropriate communicative functions according to situations, participants, participants and goals.
- Use appropriate registers, implicatures, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- convey links and connections between events and communicate such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification.
- Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- Develop and use a battery of speaking strategies, such as emphasizing key words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Speaking Instruction

Harmer (2007: 345–348) makes some important points related to the teaching of speaking. They are students' reluctance to speak up and participate in the teaching and learning process. He adds some useful ways to minimize the students' reluctance to participate in speaking activities, including:

1. Preparation: giving them enough time to think about how they will speak, or letting them practice dialogues in pairs before doing anything more public.
2. The value of repetition is allowing them to approve of what they did before, giving them a chance to analyze what they have already done, and getting them to draft and re-draft their writing.
3. Make sure they have opportunities to speak and interact in both large and small groups.
4. Mandatory participation: allowing students to participate in a task equally without knowing who gets the first turn and who gets the next.

Brown (2001:275–276) proposes some principles for designing speaking and teaching techniques. They are presented as follows:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and corrections.
5. capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies, such as:
 - asking for clarification (what?)
 - asking someone to repeat something (excuse me?)
 - Using fillers (whatever that means)
 - Using conversation maintenance cues (right, yeah, okay),
 - Getting someone's attention (Hey, Say, So)
 - Using paraphrases for structures one can't produce
 - Appealing for assistance from the interlocutor (to get a word or phrase, for example)
 - Using formula expressions (at the survival stage) What is the price?How do you get to the
 - Using mime and nonverbal expressions to convey meaning

The snowball fight

Snowball throwing is an activity in which students take a ball and throw it to each other to get some information. Snowball throwing is frequently used to practice asking and answering questions. In the snowball throwing, the students should have a ball and then throw it to their classmates, and a student who keeps the ball will ask questions or answer questions. The snowball throwing requires students to express their true feelings about a given topic to one another. By asking and answering questions, the students get the opportunity to say what they really think about something, to discuss a topic in depth, and to express their emotions. The teacher may need to pre-teach certain vocabulary items and/or a specific structure, but once the activity begins, it is up to the students to express themselves.

Procedures for Using the Snowball Throwing Technique

The procedures for using snowball throwing They are:

1. The teacher gives the materials based on the students' basic competence.
2. The teacher makes some groups and gives an explanation of the materials to the moderator.

3. Each moderator returns to their groups and repeats what the teacher previously explained to their friends based on their respective groups.
4. Then, each student was given a work paper on which to write one question involving the material that each group's moderator had explained.
5. After that, a question paper is rolled into a ball and thrown from one student to the next for about 15 minutes.
6. After that, each student will get a snowball paper, and then the student is given an opportunity to answer the question from the question paper by taking turns.
7. The teacher makes an evaluation of the materials.
8. The teacher brings the teaching and learning process to a close.

III. RESEARCH METHODOLOGY

Research Design

In conducting this study, the writer used quantitative research. Sugiono (2010: 14) said, "Quantitative research methods can be interpreted as the research method used based on the philosophy of positivism to examine the population or a particular sample; the sampling technique is generally carried out at random, using a data collection instrument and quantitative research data analysis or statistics with the aim of testing the hypothesis set."

Researchers use quantitative research methods with a pre-experimental design. The pre-experimental design uses the one-group pretest-posttest design.

Table 1. Paradigm of Research

Pre-test	Treatment	Post-test
T1	X	T2

Where :

T1/T2 = Pretest/Posttest

X = Symbolize of the treatment

Population and Sample

Population is all subjects intended to be investigated. Population has at least one common characteristic (Arikunto, 1998:102). The population of the research is the students of SMA Negeri 3 Ratahan.

In this research, all members of population should be researched. But it is possible to research a part of them as the sample. The sample however must be really

representative to all population. In brief, sample is a sort of the subject/population that should be observed or part of population that can be researched (Arikunto, 1993:104). In this research, the writer takes the first year students of SMA Negeri 3 Ratahan which consist of 23 students.

Data Collection

The instrument is test in a form oral test used as pre-test and post-test, the researcher arranged the test based on the materials given.

Data Analysis

The writer calculated the actual test (pre-test and post-test) into the mean score. The formula for computing mean score, as follows:

$$M = \frac{\sum x}{N} \dots$$

Where:

M = Mean

x= The Sum of item Scores

N = The sum of student

IV. DATA PRESENTATION AND ANALYSIS

Research Data

Table 2. The scores of the students' scores in pre-test and Post test

No	Scores	
	Pre-test	Post-test
1.	9	10
2.	9	10
3.	6	9
4.	7	8
5.	9	10
6.	6	8
7.	5	8
8.	6	7
9.	7	8
10.	5	7
11.	6	8
12.	5	9
13.	5	7
14.	5	7
15.	6	7
16.	5	7
17.	6	7
18.	7	8
19.	4	6
20.	5	7
21.	4	7
22.	4	7
23.	6	9

According to the table above, only six students were able to make successful progress in learning the vocabulary during the pre-test, through the application of the snowball throwing technique. While post-testing for overall success in learning.

Table 3. The scores of the students in post-test

No	Scores	
	Pre-test	Post-test
1.	9	10
2.	9	10
3.	6	9
4.	7	8
5.	9	10
6.	6	8
7.	5	8
8.	6	7
9.	7	8
10.	5	7
11.	6	8
12.	5	9
13.	5	7
14.	5	7
15.	6	7
16.	5	7
17.	6	7
18.	7	8
19.	4	6
20.	5	7
21.	4	7
22.	4	7
23.	6	9
	Σ = 137	Σ = 181

Table 4. Frequency distribution of Pre-test

Score	Tally	Frequency	Cummulative Frequency	Frequency %	Cummulative %
9	III	3	23	%	%
7	III	3	20	%	%
6	IIII II	7	17	%	%
5	IIII II	7	10	%	%
4	III	3	3	%	%

Table 5. Frequency distribution of Post-test

Score	Tally	Frequency	Cummulative Frequency	Frequency %	Cummulative %
10	III	3	23	%	%
9	III	3	20	%	%
8	IIII I	6	17	%	%
7	IIII IIII	10	11	%	%
6	I	1	1	%	%

From the tables above, we can see that in the pretest, 3 students get 9, 3 students get 7, 7 students get 6, 7 students get 5, and 3 students get 4.

Students receive 10,3 students receive 9,6 students receive 8,10 students receive 7,1 students receive 6.

The highest score on the pre-test was 9 by 3 students, and the lowest score was 4 by 3 students. It happened because the students did not understand too much about what they learned. On the other hand, in the post-test, the highest score is 10 (gotten by 3 students) and the lowest score is 6 (gotten by 1 student). It happened because the students had a large vocabulary that they had learned through pictures after the teacher had trained them. It means that the result of the post-test score is better or higher than that of the pre-test.

The data above shows that the teaching of speaking by using snowball throwing is effective.

Table 6. Computation of Mean of Pre-test scores

No	Pre-test
1.	9
2.	9
3.	6
4.	7
5.	9
6.	6
7.	5
8.	6
9.	7
10.	5
11.	6
12.	5
13.	5
14.	5
15.	6
16.	5
17.	6
18.	7
19.	4
20.	5
21.	4
22.	4
23.	6
N= 23	$\frac{137}{23}$

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{137}{23} \\ &= 5.95 \end{aligned}$$

Table 7. Computation of Mean of Post-test scores

No	Pre-test
1.	10
2.	10
3.	9
4.	8
5.	10
6.	8
7.	8
8.	7
9.	8
10.	7
11.	8
12.	9
13.	7
14.	7
15.	7
16.	7
17.	7
18.	8
19.	6
20.	7
21.	7
22.	7
23.	9
N=	$\frac{\sum x}{N} = \frac{181}{23}$
23	

$$M = \frac{\sum x}{N}$$

$$= \frac{181}{23}$$

$$= 7.86$$

Table 8. Scores in Pre-test

No	Pre-test X1	X1
1.	9	81
2.	9	81
3.	6	36
4.	7	49
5.	9	81
6.	6	36
7.	5	25
8.	6	36
9.	7	49
10.	5	25
11.	6	36
12.	5	25
13.	5	25
14.	5	25
15.	6	36
16.	5	25
17.	6	36
18.	7	49
19.	4	16
20.	5	25
21.	4	16
22.	4	16
23.	6	36
	$\frac{137}{23}$ $\bar{x}_1 =$	$\frac{865}{23}$ $\bar{x}_1 =$

Table 9. Scores in Post-test

No	Scores	X ²
1.	10	100
2.	10	100
3.	9	81
4.	8	64
5.	10	100
6.	8	64
7.	8	64
8.	7	49
9.	8	64
10.	7	49
11.	8	64
12.	9	81
13.	7	49
14.	7	49
15.	7	49
16.	7	49
17.	7	49
18.	8	64
19.	6	36
20.	7	49
21.	7	49
22.	7	49
23.	9	81
	181	1634

The mean scores and standard deviation of pre-test and post-test

a. MeanScores : $M = \frac{\sum X_1}{N}$

$$M_1 = \frac{\sum X_1}{N} = \frac{137}{23} = 5.95$$

$$M_2 = \frac{\sum X_2}{N} = \frac{181}{23} = 7.86$$

b. Standard deviation (Moore, 1983:253)

$$S_1 = \frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N}}{N} = \frac{86500 - \frac{59.56^2}{23}}{23}$$

$$S_2 = \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N}}{N} = \frac{163400 - \frac{78.69^2}{23}}{23}$$

$$=3.76 - 3.54$$

$$= \overline{0.22}$$

$$=0.46$$

Where: S = Standard deviation

X = Mean score

x = Total of students' score

N = Total numbers of students

$$=7.10 - 6.19$$

$$= \overline{0.91}$$

$$=0.95$$

V. DISCUSSION OF THE RESULT

From the data above, we know that: (1) the lowest score of the pretest was 4 and the posttest was 6, while the highest score of the pretest was 9 and the posttest was 10. (2) The total of the pretest scores was 137, while the total of the posttest scores was 181. (3) The mean of the pretest scores was 5.95, while the posttest was 7.86.

The standard deviation of the pretest was 0.46, while the posttest was 0.95. The pretest results show that the students were still having difficulty learning to speak prior to using the snowball throwing treatment. The posttest results show that the students' proficiency in learning to speak through snowball throwing improved after the treatment.

VI. CONCLUSION

According to the data above, the lowest pretest score was 4 and the highest posttest score was 10. Pretest scores totaled 137, while posttest scores totaled 181. The mean of the pretest scores was 5.95, while the mean of the posttest was 7.86. It means the students got a better score in the posttest than in the pretest.

Based on the description above, it can be concluded that using the snowball throwing technique is effective in developing students' speaking abilities.

VII. SUGGESTION

To further support the findings of this study, it is for other researchers to conduct advanced research and expand on the material and the other populations.

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