



**THE EFFECT OF USING SNOWBALL THROWING TO STUDENTS'
WRITING ABILITY AT THE SEVENTH GRADE OF SMPN 1 MOJO
KEDIRI IN ACADEMIC YEAR 2015/2016**

SKRIPSI

Presented as a Partial Fulfilment of the Requirements to Obtain

The Sarjana Degree of Education of English Department

Faculty of Teacher Training and Education

University of Nusantara PGRI Kediri



By :

BANAT ALI CHISTI

NPM 12.1.01.08.0202

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI

2016



APPROVAL PAGE

SKRIPSI

By:
BANAT ALI CHISTI
NPM: 12.1.01.08.0202

ENTITLED:
**THE EFFECT OF USING SNOWBALL THROWING TO STUDENTS'
WRITING ABILITY AT THE SEVENTH GRADE OF SMPN 1 MOJO
KEDIRI ACADEMIC YEAR 2015/2016**

Approved by the advisors to be Proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 4th, 2016

The Advisors,

Advisor I

YUNIK SUSANTI, M. Pd
NIDN. 0718017801

Advisor II

LINA MARIANA, M. Pd
NIDN. 0710097401

APPROVAL SHEET

SKRIPSI

By:
BANAT ALI CHISTI
NPM 12.1.01.08.0202

ENTITLED:
THE EFFECT OF USING SNOWBALL THROWING TO STUDENTS'
WRITING ABILITY AT THE SEVENTH GRADE OF SMPN 1 MOJO
KEDIRI ACADEMIC YEAR 2015/2016

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

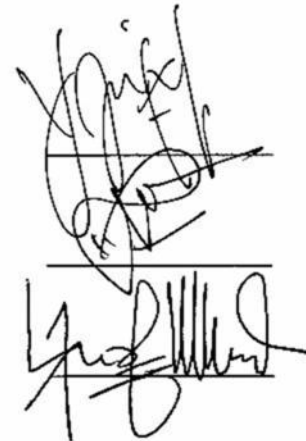
Kediri, August 4th, 2016

Board of Examiners,

Chairman : YUNIK SUSANTI, M. Pd

First Examiner : AGUNG WICAKSONO M. Pd

Second Examiner : LINA MARIANA, M. Pd



12/8 The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Dr. H. SRI PANCA SETYAWATI, M.Pd
NIDN. 0716046202



JUDUL THE EFFECT OF USING SNOWBALL THROWING TO STUDENTS' WRITING ABILITY AT THE SEVENTH GRADE OF SMPN 1 MOJO KEDIRI IN ACADEMIC YEAR 2015/2016

BANAT ALI CHISTI

12.1.01.08.0202

FKIP/BAHASA INGGRIS

banat.chisty@gmail.com

Yunik Susanti, M.Pd dan Lina Mariana, S.S., M.Pd

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRAK

Writing is one of the four English skills. It involves communicating with others. This study aimed to know the effect of using snowball throwing in teaching writing at the seventh grade of SMPN 1 Mojo. The design of this study is experimental quantitative research and uses pre-test and post-test to know the students writing ability in teaching writing using snowball throwing. Based on the research, it is known that in pre-test 15 students (37.5%) got score 33, 2 students (5%) got score 43, 9 students (22.5%) got score 53, 6 students (15%) got score 63, 6 students (15%) got score 73, 1 student (2.5%) got score 83, and 1 student (2.5%) got score 88. Then, for the score of post-test is more better. There are 8 students (20%) got score 47, 8 students (20%) got score 55, 4 students (10%) got score 63, 4 students (10%) got score 71, 10 students (25%) got score 79, 4 students (10%) got score 87, 2 students (5%) got score 92. Based on this fact, it can be concluded that the students' writing was improved because the number students who got score less than standard score is decrease, and students who passed from standard score is increase. The result obtained in this research shows that there is improvement on the students writing ability. The t table for level significance 5% and degree of freedom 39 was 2.022. While the result of t test is 4.764, it means that t-test is higher than t-table ($4.764 > 2.022$). So, H_0 is rejected and H_a is accepted. It means that using snowball throwing is effective to apply in teaching writing because it has shown significance effect to the students.

Kata Kunci : Writing, Teaching Writing, and Snowball Throwing

I. INTRODUCTION

Writing is the most difficult skill. According to MGMP (2009: 1) states that, Most L2 learners might agree when we say that writing is the most difficult skills for them to master. It means that writing is difficult for learners. It is considered as the most complicated language skill to be learned, compared to other language skills. According to Harmer (2001: 255) state that many students whose native language orthography is very different from English have difficulty forming English letter. Although English they learn in the school, they still difficulties to write because the differences in spoke and written. In addition Byrne (1988: 1) states that writing is more than production of graphic symbols. The symbol have to be arranged, according to the certain conversations, to form words, and words have to arranged to form sentences, although again we can be said 'writing' if we are merely making lists of words, as in inventories of items such as shopping lists. According to Ur (1991: 162) states that at the micro level they practice specific written forms at the level of word or sentence, at the macro level the emphasis is on content and organization tasks. In micro level the students have to practice writing with the level of word or sentence (hand writing or typing, spelling, punctuation). And in macro level the students have to pressure on content and organization the text to invite the reader with their own word and own ideas state with the purpose of writing. Examples of such activities would be narrating a story, writing a letter. It means that writing is a form of the students' understanding about the lesson that they have learnt. From writing, the teacher can assess their students' knowledge and interpretation about the lesson.

Therefore, writing is not merely about grammatical accuracy. So because of it, students must get a teacher in the teaching-learning process since they are not easy to write without any guidance.

According to Baylor (2010) see Darusmin (2012: 2), "Snowball Throwing is one of the active learning model which in practice involves a lot of students. The teacher's role here is only as giving guidance on the topic of early learning and subsequent demolition of the course of learning". It means that snowball throwing is one of model in learning with threw the ball, and involve all of students in the class. In this part, the teacher as guidance guides the students to use this technique.

In a study of Snowball Throwing a snowball, a paper that contains questions created by the students then be throw to his own to be answered. "Snowball Throwing is a type kind of classroom cooperative learning models. This learning model leadership potential student dug in cluster and skill make-answer question in the same through game imaginative mold and throw snowballs". (Komalasari, 2010: 10) in Puspitasari. It means Snowball throwing is one of learning technique that object are usually created by squeeze paper with the hands until make it like a ball Snowball Throwing is throwing a ball. This technique hope can make students interesting in teaching learning process especially in writing process. This technique can make students more fun to study English especially in writing and also to increase their ability in writing. Snowball throwing is one of cooperative learning technique that can make the students easier to learn English and to solve the problem in writing ability.

II. METHOD

It was an experimental quantitative research with one class and the research design was pre-test and post-test design. The population of this research was the seventh grade students of SMPN 1 Mojo. There were nine classes. And this class consists of forty students.

III. FINDINGS

The researcher was begun by giving pre-test, then followed by giving treatment using snowball throwing technique, and last is by giving pots-test in the end of this research.

	Pre-test	Post-test
	1812	2358
Higher score	88	92
Lower score	24	40

Based on the score of pre-test and post-test above, the researcher could describe the result of data analysis. It shows that the total score of pre-test is 1812 and 2358 is post-test.

After it was analyzed, it is important to know the level of significance of the score by using t-test spss. The researcher found the result of t-test (4.764) is higher than t table in level significance 5% (2.022).

IV. DISCUSSION

Snowball is effective to be used in teaching writing. It is proved by the difference score of pre-test and post-test. The total score of pre-test is 1812 and the mean 45.3. While the total score of post-test is 2358 and the mean is 59.2. Moreover, the result of t-test (4.764) is higher than t-table in level of significance 5% (2.022).

The difference means that there is very significant effect of using snowball throwing to the students' writing ability. Based on the

result of the research above, this technique should be applied especially in teaching writing. Thus, the students will be more interested in writing. Furthermore the students will be able to explore their ideas easily when learning writing.

V. CONCLUSION

After doing the whole process in this research, the researcher made some conclusion. Writing is one of the four English skills. It involves communicating with others or conveying messages through symbols or sign including handwriting, spelling or letters, word formation, layout and punctuation. In addition, in the process of learning a language, writing is one of the skills that should be mastered by the students. From the writing process, the student will learn how to express their ideas and develop it into a good writing product. Snowball throwing is one of cooperative learning technique that can make the students easier to learn English and to solve the problem in writing ability. Beside, snowball throwing can help the students to get idea to write because there must be some key words that can be used by the students as guide line. And also, snowball throwing is a technique that can make the students more active in teaching learning process. So, they will be more active when writing using snowball throwing.

In summary, snowball throwing as technique give contribution to the students' writing ability because they can enjoy the process of teaching learning writing. It affect the students' writing ability. It can be said that there is very significant effect of teaching writing using snowball throwing to the seventh grade students of SMPN 1 Mojo Kediri in academic year 2015/2016.

Reference



Ary, D. 2010. *Introduction to Research in Education (Eight Edition)*. Canada: Nelson Education, Ltd.

Barerra, L. M. 2010. *Grab-and-Go Writing Activity: Throwing Snowballs: A free-Writing and Sharing Exercise*. Mexican American Studies Department San Jose States University.

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*. New York: Pearson Education, Inc.

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc.

Byrne, D. 1988. *Teaching Writing Skills*. Longman Group UK Limited.

Darusmin, D.K., Delfi, S., and Masyhur. 2012. *Using Snowball Throwing Model to Increase Speaking Ability of the Second Year Students of SMP N 21 Pekanbaru*. Student of English Language Education Department Faculty of Teacher's Training and Education. Academic Journal. Riau University.

Goddard, W., and Melville, S. 2001. *Research Methodology An Introduction*. Juta & Co, Ltd.

Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman Group.

Harmer, J. 2004. *How to Teach Writing*. UK: Pearson Education Limited.

Heaton, J.B. 1988. *Writing English Language Tests*. United State of Amerika. Longman Group UK Limited.

Kagan, Spencer. 1994. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.

Linse, T. C. 2005. *Practical English language Teaching: Young Learners*. New York: Mc.Graw-Hill ESL/ELT Inc.

MGMP. 2009. *Teaching Writing*. Center for Development and Empowerment of Language Teachers and Education Personnel.

Nunan, D. 2003. *Practical English Language Teaching*, First Edition. New York: McGraw-Hill/Contemporary, a business unit of The McGraw – Hill Companies, Inc.

Pratomo, B. *The Use of Project Based Learning to Improve the Students' writing Skills at Class VII F of SMP Negeri 7 Magelang in the Academic Year of 2013/2014*. Thesis. English Language Education Department Faculty of Language and Arts Yogyakarta State University. Publish.

Puspita, R. 2013. *Teaching Writing Using Snowball Throwing to the Seventh Grade of SMPN 3 Pringkuku Academic Year 2012/2013*. Skripsi. English Departement Teaching Training and Education Faculty University of Nusantara PGRI Kediri. Unpublished.

Rahmadini, R. 2012. *The Implementation Of Snowball Throwing Model To Improve Students' Reading Comprehension At The Seventh Grade Students Of MTSN Jetis Ponorogo in 2011/2012 Academic Year*. Thesis. Muhammadiyah University of Ponorogo. Published.

Suprijono, A. 2014. *Cooperative Learning Teori & Aplikasi PAIKEM*. Yogyakarta: PustakaBelajar.



Ur, P. 1991. *A Course in Language Teaching: Practice and theory*. Cambridge University.

Skills to EFL Students. School of Foreign Languages, Jiangsu University Zhenjiang 212013, China.

Qian, X. 2010. *A Balanced Approach to the Teaching of Intermediate-Level Writing*