ARTICLE

THE INFLUENCE OF SNOWBALL THROWING GAME TO SEVENTH GRADE STUDENTS' SPEAKING ABILITY OF SMP PAWYATAN DAHA 1 KEDIRI IN ACADEMIC YEAR 2017/2018

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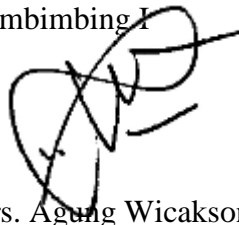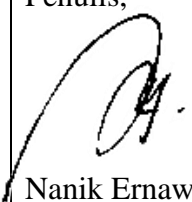**2018**

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ABSTRACT

Speaking is one of tool for communication. By speaking we can get the information from other people which happens in daily life. The function and purpose of speaking is to convey or to share information from people to another. In teaching speaking, teacher should encourage the learners to have communicative competence in speaking by creating the atmosphere of the class which is rich in communication. But, many problems are faced by the students in speaking. They do lack of pratice in speaking English and also worried about making mistakes. In this final project, the objectives of the study was to find out whether there is significant influence using snowball throwing game to students' speaking ability. To achieve the objectives of the study, the writer conducted an experimental quantitative research. The experiment was held through pre-test and post-test. The population of the study was the seventh grade students of SMP Pawyatan Daha 1 Kediri. The total number of sample in this study was 32 students. The data were collected through speaking test. In solving the problem, the writer carried out an experimental study using statistical method called t-test. In pre-test and post-test the writer using oral test to got the data. Then in treatment the writer using snowball throwing game to increase students speaking ability. In addition, the result shows analyzing of t-test that Snowball Throwing game can help the students mostly in improving and increasing the ability into a good speaking. It is proven by the result of t-score (8,623) is higher than t-table in the level of significant 1% (2, 750). So, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is very significant effect of using snowball throwing to students' speaking ability. In conclusion, it can be said that there was any significant influence of using snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri. In this case the writer would like to give some suggestions, they are : the teacher should use teaching technique in teaching speaking that can help the students to be active speaking and train their ability in comprehending the text, and the school should be able to provide an environment that enables the students to learn English.

Keywords: *Speaking Ability, Snowball Throwing Game*

A. INTRODUCTION

In Indonesia, English is learnt as foreign language. As International foreign language, English is considered as important subject to study. This is because every people aware that English in the future will support and give many advantages as a bridge of International communication, build a relationship among people from another country. Apart from the difficulties to learn, English is international language that must be learnt by people to add the knowledge.

English has four basic skills. There are listening, speaking, reading and writing. Speaking is one of basic skill that often becomes a tools to measure how a person is good in English. How fluency, fast, accurate and acceptable in speaking English, means that the person has good English.

Speaking is one of tool for communication. By speaking we can get the information from other people which happens in daily life. According to Thornbury (1995:1) " speaking is so much a part of daily life that we take it for granted". It means that speaking is important part of daily life to communicate orally in social

activities. Beside of that the function and purpose of speaking is to convey or to share information from people to another. As Alderson and Bachman (2004:2) statement, that speaking as interaction, and speaking as social and situation-based activity.

In teaching speaking, teacher should encourage the learners to have commmunicative competence in speaking by creating the atmosphere of the class which is rich in communication. Many problems are faced by the students in speaking. They are lack of pratice in speaking English. Students would think thousand time about their grammar and translate what they want to talk from mother language to English. Students are also confuse in English pronounciation, because wrong pronounciation can make different meaning in delivering information. Brown (1994) says that "among the four language skills, the achievement of oral performance is thought to be highly correlated with self confidence. Foreign language lerners can't speak the language or express themselve freely and fluently without some degree of it". It seems difficult to learn how to use the foreign language,

especially in speaking English without self confidence from the student. Because in speaking the learners should learn how to use the language appropriately, with whom they are speaking and in what condition.

Therefore, all materials presented should give a chance for the students to practice in using the language as much as possible, including in speaking. But, in a classroom, there are slow learners and fast learners as well as confident and less confident students. For confident students, it is not big problem to speak. They are not fear of making mikstakes. But, for less confident students, sometime it becomes problem to speak. Meanwhile, the important aim of teaching speaking is the students' participation in using the language actively, not the sentences' accuracy. More students are active in speaking is better than more accuracy done by the students. It is suggested in Kayi (2006) explain,

> "Some suggestions for English language teachers while teaching oral language are : Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work,

authentic materials and tasks, and shared knowledge; Try to involve each student in every speaking activity; for this aim, practice different ways of student participation; Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech; Provide the vocabulary before hand that students need in speaking activities."

It means that if the teacher wants to make the speaking class become active, the teacher should make the condition of class become interesting that can motivate the students to learn speaking. It can be done by using interesting technique, material and tasks that involve all the students to be active in speaking class. Beside that, the teacher should ignore the gramatical accuracy, do not correct the students' mistakes very often while speaking and provide vocabulary before going on speaking activities.

For good atmosphere of speaking class, the teacher needs to create a scenario to teach the target language in active and interesting

manner in order to develop students' speaking ability. It can be achieved by having some exercise. The frequency in using the language will determine the success in speaking. Without implementing the experience of learning the language in real life, it is difficult for the students to master speaking.

Based on the statements above, it is clear that the teaching speaking require some aspects to be noticed. Therefore the role of the teacher is useful to develop the students' speaking abitity. That is how the teachers use their techniques, material and evaluation to the students in speaking class.

The situation which described in the statement above are similar with students in SMP Pawyatan Daha 1 Kediri, especially for seventh grade students. There were some problems faced by the students. The teacher mostly gave written than spoken test to his students. Teacher seldom taught how to speak fluently to his students. So, it is quite difficult for the students to speak fluently because they seldom practice it. Teacher let the students only memorize the vocabulary, then asked the students to write down the words without asking the students to

use it in the communication, yet some of the students do not know the function of this language exercise. This teacher-centered technique makes the students passive in learning English.

From the problems above, the writer tries to give a solution for the teacher to implement one of teaching techniques, namely snowball throwing. Kisworo, adopted by Nurlisma (2015 : 4), " Snowball Throwing learning model is a method of learning that begins with the formation of a group that represented the head of the group to get the task of the teacher and then each student to ask questions that shaped like a ball (question paper) and then thrown to other pupils that each student to answer the question of balls obtained."

Snowball Throwing is one of teaching techniques that can be applied in teaching speaking, beacuse it gave the learners opportunity to practice improvising a range of real-life in the classroom, as extremely effective technique if the students are confident and cooperative.

For these reasons, the writer is interested in the study under the tiltle, the influence of Snowball Throwing game to the students' speaking ability.

She conducted a research entitled "The Influence of Snowball Throwing Game to Seventh Grade Students' Speaking Ability of SMP Pawyatan Daha 1 Kediri in Academic Year 2017/2018."

B. RESEARCH METHOD

This study uses experimental research as approach of the research because this research is aimed to find the influence of snowball throwing game to students' speaking ability. There are two kinds of variables. They are independent and dependent variable as the focus of this research. Johnston and Vanderstoep (2009: 107) mentioned,

> Independent variables are variables that are systematicallycontrolled by the researcher to determine the variable's effect on the outcome (dependentvariable). In experimental research, we refer to independent variables as factors. A factoris an independent variable controlled by the researcher.

It means that independent variable is the controlled variable. In this research, the independent variable is snowball throwing game.

Johnston and Vanderstoep (2009: 108) said, "The dependent variable is what is measured bythe observation, test, or survey." It means that the dependent variable of this research is speaking.The purpose of this study is to analyze the influence of snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri in academic year 2017/2018.

In conducting this research, the researcher took one class in SMP Pawyatan Daha 1 Kediri that is VII-F class. The class consisted of 32 students. The researcher took one class because it can be easier to get the data and the result can be more valid. Based on the research questions of this research which is "Is there any significant influence of snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri in academic year 2017/2018?", The researcher gave students of VII-F a test which is divided into pre-test and post-test. After that, to gain the data the researcher will score the students based on scoring rubric of assesing speaking that considering to five aspects such as comprehension, fluency, vocabulary, pronunciation and grammar. The data are analyzed by using t-test. Before analyzing the

data, the researcher presents the result of data frequency of pre-test and post-test.

C. RESULT AND DISCUSSION

In this part, the researcher provides the information to answer and analyze the problem of the study. This part is divided into two parts; they are: result and discussion. Moreover, this chapter analyzes the data that are taken from the pre-test and post-test to see whether there is a significant influence of snowball throwing game to the students' speaking ability or not.

1. Results

The researcher used experimental study to find out whether there is a significant influence of snowball throwing game to the students' speaking ability or not. In this study, the sample of the study is VII-F class. In this research conducted pretest and posttest to know the influence of snowball throwing game to the students' speaking ability. The scores from pretest and posttest of the class were analyzed to get the mean of the scores.

From the result of students' pre-test and posttest, the researcher calculated the mean of pre-test and posttest as follow:

1. Calculation the mean difference of pre-test and post-test:

$$\text{Md} = \frac{\sum d}{N} = \frac{372}{32} = 11{,}625$$

The mean deviation of the distance between pre-test score and post-test score was 11,625.

2. Calculating the number of standard deviation score. This computation was used to calculate the deviation of each subject (d) and then subtract the result of pre-test and post-test are different (d).

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 6192 - \frac{(372)^2}{32}$$

$$= 6192 - \frac{138384}{32}$$

$$= 6192 - 4324{,}5$$

$$= 1804{,}5$$

This computation is needed to analyze pre-test and post-test in one group research design. The values of T-test is used to know T-table whether the result is significant or not. Then the degree of freedom is used to know the level of T-table.

The formula was as follows :

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$t = \frac{11,625}{\sqrt{\dfrac{1804,5}{N(N-1)}}}$$

$$t = \frac{11,625}{\sqrt{\dfrac{1804,5}{32(32-1)}}}$$

$$t = \frac{11,625}{\sqrt{\dfrac{1804,5}{32(31)}}}$$

$$t = \frac{11,625}{\sqrt{\dfrac{1804,5}{992}}}$$

$$t = \frac{11,625}{\sqrt{1,819}}$$

$$t = \frac{11,625}{1,348}$$

$$t = 8,623$$

Db   = (N – 1)

  = (32 - 1)

  = 31

31 ⟶ 1% = 2,750

  ⟶ 5% = 2,042

From the calculation above, it is known that the result of T-test is 8,623 and the degree of freedom is 31

Based on the table analysis of pre-test and post-test, the students' speaking ability was increasing and it can be seen from the table of average score between pre-test and post-test below:

Table 4.7:

Average Score Between Pre-test and

Post-test

N = 32 Students	Pre-Test	Post-Test
Total score	1976	2348
Mean	61,75	73,375

It can be seen from the table above, that total score of pre-test was different from post-test. In pre-test, it was obtained 1976 and the score improved in post-test, it was 2348. Automatically, mean of pre-test and post-test was different too. Mean 61,75 was obtained in pre-test and mean 73,375 was obtained in post-test. Thus, mean of post-test was proved also better than mean of pre-test.

Snowball Throwing Game gives very significant effect to the students' speaking ability that can be seen from the table difference level of significance from t-table and t-score below.

Table 4.8:

The Statistical Computation of Using

T-Test

Db	t-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
32	8,623	2,750	2,042	Accepted	Rejected

Based on the calculation above, If the t- score ≥ t-table, and the level of significance is 1 %. It means that it

is very significant, so the H_0 is rejected. It can be seen that t-score is 8,623 and the degree of freedom or db is (N-1) = (32-1) = 31. Finally, the t-table is 2,750 at the level of significance of 1%, and 2,042 at the level of significance of 5%.

It means that t-score is higher than t-table, thus it can be concluded that the result of the research is very significant or there is very significant influence of snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri.

2. Discussion

Based on the hypothesis and the data that have been analyzed above, the researcher concluded that snowball throwing game is effective for students' speaking ability to seventh grade students of SMP Pawyatan Daha 1 Kediri. Because the score of post-test was higher than score of pre-test. Total score of pre-test was 1976, and the total score of post-test was 2348. It means that students' score increased.

Based on data report, it is show that t-score (8,623) $\geq$ t-table 1% (2,750). It means the result of this research is significant. So the Null Hypothesis (Ho) was rejected and the

Alternative Hypothesis (Ha) was accepted.

Finally, there is very significant influence of using snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri. The students got good score after being taught using Snowball Throwing Game. It is related studies with the research that have been conducted by Roslinda Sidabutar (2006) in her research with the title, The Effect of Snowball Throwing on Students' Speaking Achievement to XI Grade Students of SMK Shandy Putra 2 Medan. It was found that the value of t-observed was 3.848 with the degree of freedom (df) = 28 at the level of significance (α) 0.05. It means that t observed was higher than t-table (3.848> 2.048). Thus, the hypothesis is accepted. The result of this study shows that achievement in teaching speaking by using Snowball Throwing was higher than using Lecturing Method. It implies that Snowball Throwing is appropriate to be applied for teaching speaking.

D. CONCLUSION

The students' speaking ability before taught using snowball throwing

game got the lowest score. It can be seen in previous chapter, that the mostly students has difficulty in pre-test with the avarage score in pre-test only 61,75. It proven that students need treatment to improve their speaking ability.

Different with the pre-test score, the post test score was higher than pre-test score. It also can be seen in the chapter four the avarage score in post-test is 73,375. Based on that, the treatment was given to improve students' speaking ability is effective to teach. However, snowball throwing is appropriate technique to increase students' speaking ability.

Based on the data analysis being mentioned in Chapter IV, the writer concludes that snowball throwing game has influence to increase students' speaking ability. It is proved by the result of t-score (8,623) ≥ t-table 1% (2,750). It means the result of this research is significant. So the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

In conclusion, it can be said that there was any significant influence of using snowball throwing game to seventh grade students' speaking ability of SMP Pawyatan Daha 1 Kediri.

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