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### IMPROVING STUDENTS' WRITING SKILL THROUGH SNOWBALL THROWING TECHNIQUE

PURNA WIRATNO<sup>1</sup>, YOHANA PUSPITA DEWI<sup>2</sup>, ADENAN DAMIRI<sup>3</sup>, ENY DWI MARCELA<sup>4</sup>

<sup>1,3</sup> STKIP PGRI BANDAR LAMPUNG

<sup>2</sup>ITBA DCC KOTA BUMI

<sup>1</sup>[purnawirato@gmail.com](mailto:purnawirato@gmail.com)

**Abstract:** This research has the aim to improve students' writing skill through Snowball Throwing Technique and determine whether its implementation increases students' learning activities. This research used a Classroom Action Research (CAR, there are both quantitative and qualitative data. The quantitative data was analyzed using the mean statistical formula, while the qualitative data was analyzed descriptively. The findings of improvement in students' learning activities, as indicated by the mean scores of students' learning activities in Cycle 1 (7.06) and Cycle 2 (7.81). Moreover, the writing test results showed an increase in the mean score from Cycle 1 (69.4) to Cycle 2 (79.5), with an improvement of 10.1 points. So, it can be concluded that the Snowball Throwing Technique can improve students' learning activities and writing skill at tenth-grade students of SMAN 8 Bandar Lampung in the academic year of 2023/2024.

**Keywords:** Classroom Action Research, Snowball Throwing Technique, Writing Skill

#### INTRODUCTION

Teaching is a process in the classroom. The teacher gives material

to the students. She/he is not only giving the material, but also sharing the new knowledge and information

to the students. Pardiyo (2010: 1) states that teaching is the way of the teacher to give the students' knowledge. The teacher must prepare all of the material that will be given to the students.

In the digital era, English is a very important language because English is a world language that is widely used by humans in daily communication. In English, we have four skills that we must understand, namely; writing, reading, speaking, and listening. In English Foreign Language, writing is one of the most important skills for foreign language students to master. English is getting more crucial to be mastered since its important part in the world nowadays. It is not only as a means of communication but also a means transferring knowledge, news, and technology around the world. There are four basic skills in English such as listening, speaking, reading, and writing, every students must have problem in learning and mastering those skill. But writing is the main issue to be discussed in this article. In writing, some of the students feel difficult to determine the topic when they want to write, they are

hardly to complete a writing paper because they get difficulties in idea. In this case the students need to absorb some information to understand a word, including how to combine a word with the other words. Based on the problem above, the writer interested for applying "Snowball Throwing Technique" for improving students writing skill.

Writing is one of the important skills that must be owned by the students. It is supported by Tarigan (1987:2) in Harahap and Ashadi (2020) states that writing can be modified from imitating or depicting graphic symbols include alphabet, punctuation, word, phrase, sentence, and others in written form to be read and understood by the reader.

Teaching writing aims to improve students' ability to function effectively in such a written context. Writing is an educational content that is evident when there are errors in the use or spelling in writing that can change the meaning of the writing itself. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that

language can read and understand it. Basically, from writing students are motivated to focus on using accurate language and because they think when they write. Harmer (2004) states that it may well provoke language developments as they resolve problems which the writer puts their minds. Zamel (1982) argues that writing is a process through which meaning is created. Raymond (1980) states that writing is a way of remembering and a way of thinking well. It means that writing is not just a communication tool but also to develop knowledge more clear, specific and detail.

In order to be able in making a good writing, there are some elements of writing which is useful and it is very important to be attending with us to make a good writing. There are main elements of a piece of writing such as:

1. Ideas which maybe in the form of opinion, experience, feeling, knowledge.
2. Expression. It may be in the form of narration (a form of writing which retells events in the

framework of time sequence giving an impression that a story start from the beginning to the ends) exposition and argumentation

3. Organization
4. Means or vehicle of expression such as vocabulary, grammar and style.

The way to make a good writing composition, a person needs some basic characteristics of written language. There are nine characteristics of written language viewed from the perspective of a reader such as:

1. Permanence: written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes.
2. Explicitness: the written text is explicit it has to make clear the context and all references.
3. Density: the content is presented much more densely in writing
4. Detachment: the writing of a text is detached in time and space from its reading, the writer normally works alone, and may

not be acquainted with his or her readers

5. Organization: a written text is usually organized and carefully

The Snowball Throwing Technique is a technique that is developed from cooperative learning approach. This technique use paper ball containing questions then, the ball is thrown to another group and group that got a ball should answer the question.it is a way to present the material in a lesson where students formed a heterogeneous groups then each group is elected chairman of the group to get the task of the teacher and each student to create shaped like a football question (question paper) and then thrown to the other student each student to answer the question of balls obtained (Suprijono,2009).

Sunistini et al (2011: 3) state that "Snowball Throwing Technique" is a Technique that can use to give concept about the difficult material to the students and it is can uses to know the students' knowledge and understanding about that material. We can conclude that team teaching techniques can change the learning atmosphere to be more interesting and

can be better also can affect cooperation between students. The cooperative learning models that focus on group work using discussion in which every group asks questions to another so that the group will work cooperatively to solve the problem. In addition, this game will be more interactive if the students enjoy the learning process.

According to Suprijono (2009), There are steps of implements Snowball Throwing Game, they are as follows:

1. Teacher deliver the material that will be learned.
2. Teacher make groups and call the chairman of each group to give an explanation about the material being taught to their students/members.
3. The group heads back to each group and explain any material submitted by the teacher to his friends.
4. Each student is given a sheet of paper, to write down one question concerning any matter which has been described by the group leader.

5. The paper containing these statements or questions was made into a ball and tossed one student to another student for about 15 minutes.
6. Then, each student has one ball or one question and give the opportunity for the students to answer questions that are written in a ball-shaped paper in turn.
7. Evaluation, this step the teacher discusses the result of the student's answer. Then, give an evaluation of the correct answer.
8. Closing, this step the teacher completes the meeting with prayer.

It can be concluded that the activity of throwing a ball will make a group can be more active because this activity makes the students are not only for thinking, writing, and talking but also they can do a physical activity that is rolled paper and throwing it to the other students. Thus, each member of the group will be preparing for their turn to answer a question or guess a statement from a friend that contained in ball paper given.

Shoimin states (2014: 176), the advantages of using Snowball Throwing Technique are:

1. The class atmosphere becomes enjoyable because the students play by tossing the paper ball to other students.
2. Students have the opportunity to develop their ability to think because they are given the opportunity to create the questions and given to other students.
3. The student is ready with a wide range of possibilities because students do not know about the question that made by their friends.
4. Students can be active in learning process.
5. The teacher does not make media because the students directly involved in the practice.
6. Learning process is more effective.
7. The three aspects of cognitive, affective, and psychomotor can be achieved.

Shoimin said that (2014: 178), the disadvantages of using "Snowball Throwing Technique" Method are:

1. It depends on the students' ability to understand the material so that the students only mastered slightly. It can be seen from the questions is made by the students only about the material that has been described, or the examples of questions that have been given.
2. The leader of the group cannot explain the material well, so it can barrier another students to understand the material given so it needs more time to discuss the material.
3. There is not personal quiz and group reward so when grouping the students not motivated to work together. But it is possible for teachers to give the personal quiz and group reward.
4. It takes a long time.
5. The naughty students make noise.
6. Classes are often noisy because the group created by the students.

## **METHOD**

### **Research Design**

The writer employed Classroom Action Research (CAR) to improve students' writing ability using the Snowball Throwing Technique for

improving the teacher's performance and improving the learning outcomes for the students, classroom action research is investigation carried out by a teacher within the confines of the classroom through self-reflection.

### **Data Collection Technique**

The writer used two types of tests to assess students' writing ability. The first there was a formative test, which was used to assess students' progress during each meeting of the learning process. The second test was a summative test, which was used at the end of each cycle to assess the students' learning. The writer used a writing test to determine the students' writing skill. The writer assigned some topics to the students and asked them to make a composition based on the topic given.

## **RESULTS AND DISCUSSION**

### **Results**

This research was conducted on October, 3th until November, 8th 2023 at SMAN 8 Bandar Lampung in academic year 2023/2024 of class X.6 consists of 35 students. The writer had

two hypotheses when doing investigation, there was: 1) Snowball Throwing Technique can improve the students writing skill, 2) Snowball Throwing Technique can improve the students learning activity. In this part, the writer used a table to figure out the data of students' scores in the learning writing process (see table 1, 2, 3).

Based on the of the average score in cycle 1 in the criteria of students' learning activities by using Snowing Throwing Technique, the writer found out that the students learning activities was quite active (7.06) (see table 4, 5).

Based on the information in the table above, 28.57% of the students scored above the minimum passing grade (KKM) of 75, while 71.43% scored below it. A total of 35 students were accounted for in these categories. Similarly, 28.57% of the students achieved success in English learning, comprising a total of 10 students. it can be concluded that the students' learning achievement was unsuccessful (see table 6-7).

Based on the of the average score in cycle 2 in the criteria of students' learning activities by using Snowing Throwing Technique, the writer found that the students learning activities improved. Referring to the table of the students' observation sheet, the analysis reveals that the average total score in cycle 1 was 7.06 (Quite Active), whereas in cycle 2, the mean total score increased to 7.81 (Active), it can be inferred that there was an improvement in students' learning activity in the class from cycle 1 to cycle 2 (see table 8-9).

Based on the result of writing test in cycle 2 showed that were 29 students or 82.86% got the score above the minimum mastery criterion from 35 students. It means that the students writing skill improved by using Snowball Throwing Technique.

## **DISCUSSION**

### **The Result of Observation Sheet in Cycle 1**

Based on the result observation sheet was taken from students' activity and the students writing in the process of learning activity which had observed

English teacher. Here, the result of the observation sheet (Table 1 and 2), it was concluded that students' activity in answering the teachers' question was quite active, it could be seen from the average score was 7.23. Students' activity in asking the question about the material was quite active, it could be seen from the average score was 7.34. Students' activity in doing the assignment (individual) was quite active, it could be seen from the average score was 7.37. Students' activity in doing the assignment (group) was quite active, it could be seen from the average score was 7.2. The last is students' activity in learning findings was quite active, it could be seen from the average score was 7.2.

#### **The Result of Observation Sheet in Cycle 2**

It was derived from the observation of students' activity and performance interaction and learning activity observed by English teacher. From the result of the observation sheet (Table 6 and 7), it was concluded that students' activity in answering the teachers' question was active, it could be seen from the average score was 7.86.

Students' activity in asking the question about the material was very active, it could be seen from the average score was 8. Students' activity in doing the assignment (individual) was very active, it could be seen from the average score was 8.03. Students' activity in doing the assignment (group) was active, it could be seen from the average score was 7.6. The last is students' activity in learning findings was active, it could be seen from the average score was 7.6.

#### **The Result of Writing test in Cycle 1**

The percentage of students' learning completeness did not achieve the target score of minimum mastery criteria. From the result of the writing test in cycle 1 (Table 4), the data showed a mean score for writing test cycle 1 was 69.4. There were 10 students or 28.57% who achieved a score above the minimum criteria. Meanwhile, there were 25 students or 71.43% who did not achieve the target score of minimum mastery criteria. So, it was concluded the category of students' scores from writing test in cycle 1 at Tenth grade of SMAN 8 Bandar Lampung needs to be improved.



### **The Result of Writing test in Cycle 2**

From the result of the writing test in cycle 2, the data showed (Table 8) a mean score for writing test cycle 2 was 79.5. There were 29 students or 82.86% who achieved a score above the Minimum Criteria. Meanwhile, there were 6 students or 17.14% who did not achieve the target score of Minimum Mastery Criteria. So, it was concluded the category of students' scores from writing test in cycle 2 at Tenth grade of SMAN 8 Bandar Lampung was high.

From the calculation, the increased mean score from the result writing test in cycle 1 to the improvement result of the writing test in cycle 2 was 10.1. In implemented Snowball Throwing Technique in teaching learning activities, there were several points that happened during the teaching learning process. The students' respond was getting better in participating to the lesson. In addition, the students were brave to express the ideas and opinion in English especially in written form. Based on the analyzed the data, the students' learning activity at Tenth grade of SMAN 8 Bandar Lampung was improved from the category of quite

active to active. Based on the result of the research, it can be concluded that the implemented of Snowball Throwing Technique at Tenth grade at SMAN 8 Bandar Lampung in 2023/2024 can improve the students writing skill.

The observation conducted by the writer during the action showed that the students were motivated and interested to participate actively in the writing activity. As a result of the students' learning activities, there was an improvement in students' learning activities. It was shown from the mean score of students' learning activities cycle 1 was 7.06 with the criteria was quite active. While the mean score of students' learning activities in cycle 2 was 7.81 with the criteria was active. So, the improvement of students' learning activities in cycle 1 and cycle 2 was 0.75 points. Snowball Throwing Technique also can improve students' writing ability at Tenth grade of SMAN 8 Bandar Lampung. Based on the students' writing test in Cycle 1 was 69.4. There was only 10 students or 28.57% who achieved a score above the Minimum Mastery Criteria. Then, the result of the writing test in cycle 2 was

79.5. There were 29 students or 82.86% who achieved a score the Minimum Mastery Criteria (KKM). The improvement of the mean score from the writing test' result in cycle 1 and cycle 2 was 10.1. From the result of the data, it could be concluded that the hypothesis in this research could be accepted.

Furthermore, this research concentrated just on the improvement of students' writing skill in Senior High School. The writer advises to the future researchers could be investigate Snowball Throwing Technique on various types of content, different English skills or components and on students of varying level.

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**Table 1. Aspect of Students' Activity**

Students Number	Aspects of students' activity																				Total score	Average score
	in answering teacher question				in asking the questions about the material given				in doing individual assignment				in doing group assignment				in finding learning resources					
	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6		
1			√			√					√			√							35	7
2			√				√			√			√								34	6.8
3		√					√			√			√								38	7.6
4			√				√			√			√								34	6.8
5				√			√			√			√								34	6.8
6		√				√				√			√								39	7.8
7				√			√			√			√								34	6.8
8			√				√			√			√								36	7.2
9			√				√			√			√								35	7
10			√				√			√			√								35	7
11			√				√			√			√								36	7.2
12				√			√			√			√								34	6.8
13			√				√			√			√								38	7.6
14		√					√			√			√								38	7.6
15		√					√			√			√								39	7.8
16			√				√			√			√								35	7
17			√				√			√			√								38	7.6
18		√					√			√			√								38	7.6
19		√					√			√			√								40	8

20	√	√	√	√	√	35	7
21	√	√	√	√	√	35	7
22	√	√	√	√	√	39	7.8
23	√	√	√	√	√	36	7.2
24	√	√	√	√	√	37	7.4
25	√	√	√	√	√	37	7.4
26	√	√	√	√	√	39	7.8
27	√	√	√	√	√	36	7.2
28	√	√	√	√	√	35	7
29	√	√	√	√	√	37	7.4
30	√	√	√	√	√	37	7.4
31	√	√	√	√	√	37	7.4
32	√	√	√	√	√	36	7.2
33	√	√	√	√	√	35	7
34	√	√	√	√	√	36	7.2
35	√	√	√	√	√	35	7
<b>Total score</b>							<b>247.2</b>
	<b>253</b>	<b>257</b>	<b>258</b>	<b>252</b>	<b>252</b>	<b>1272</b>	<b>7</b>
<b>Mean</b>	<b>7.23</b>	<b>7.34</b>	<b>7,37</b>	<b>7.2</b>	<b>7,2</b>	<b>36.34</b>	<b>7.06</b>

**Table 2. The Explanation of Students' Learning Activities in Cycle 1**

No	The students' learning activity	Average score	Criteria
1	Students' activity in answering teachers' questions	7.23	Quite Active

2	Students activity in asking the question about the material given	7.34	Quite Active
3	Students activity in doing individual assignment	7.37	Quite Active
4	Students activity in doing group assignment	7.2	Quite Active
5	Students' Activity in Finding Learning Resources	7,2	Quite Active

**Table 3. The Range of Students' Learning Activities**

No	Range of Score	Category
1	>8.00	Very Active
2	7.50 - 7.99	Active
3	7.00 - 7.49	Quite Active
4	6.00 - 6.99	Less Active

**Table 4. The Score of Summative Test in Cycle 1 at Tenth Grade of SMAN 8 Bandar Lampung**

No	Students	KKM	Cycle 1	Complete	Incomplete
1	1	75	70		√
2	2	75	75	√	
3	3	75	72		√
4	4	75	65		√

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5	5	75	72	√
6	6	75	70	√
7	7	75	68	√
8	8	75	68	√
9	9	75	70	√
10	10	75	74	√
11	11	75	70	√
12	12	75	65	√
13	13	75	70	√
14	14	75	78	√
15	15	75	76	√
16	16	75	65	√
17	17	75	70	√
18	18	75	70	√
19	19	75	70	√
20	20	75	65	√
21	21	75	76	√
22	22	75	70	√
23	23	75	80	√
24	24	75	75	√
25	25	75	70	√

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26	26	75	72	√
27	27	75	70	√
28	28	75	75	√
29	29	75	75	√
30	30	75	80	√
31	31	75	78	√
32	32	75	70	√
33	33	75	70	√
34	34	75	65	√
35	35	75	70	√
Total		2429		
			10	25
Mean Score		69.4		

**Table 5. The Percentage of the Students' Score in Writing Test of Cycle 1**

Cycle 1				
No	KKM	Information	Number of students	% Completeness
1	≥ 75	Complete	10	28.57 %
2	≤ 75	Incomplete	25	71.43%
Total			35	100%



**Table 6. The Result of Students' Observation Sheet in Cycle 2 at the Tenth Grade of SMAN 8 Bandar Lampung**

Students Number	Aspects of students' activity																				Total score	Average score
	in answering teacher question				in asking the questions about the material given				in doing individual assignment				in doing group assignment				in finding learning resources					
	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6		
1	√				√				√				√				√				40	8
2	√				√				√				√				√				38	7.6
3	√				√				√				√				√				40	8
4		√				√				√				√				√			35	7
5		√				√				√				√				√			35	7
6	√				√				√				√				√				41	8.2
7		√				√				√				√				√			36	7.2
8	√				√				√				√				√				39	7.8
9	√				√				√				√				√				39	7.8
10	√				√				√				√				√				41	8.2
11	√				√				√				√				√				41	8.2
12		√				√				√				√				√			37	7.4
13	√				√				√				√				√				40	8

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14	√	√	√	√	√	39	7.8
15	√	√	√	√	√	41	8.2
16	√	√	√	√	√	39	7.8
17	√	√	√	√	√	42	8.4
18	√	√	√	√	√	39	7.8
19	√	√	√	√	√	41	8.2
20	√	√	√	√	√	36	7.2
21	√	√	√	√	√	39	7.8
22	√	√	√	√	√	40	8
23	√	√	√	√	√	40	8
24	√	√	√	√	√	38	7.6
25	√	√	√	√	√	42	8.4
26	√	√	√	√	√	40	8
27	√	√	√	√	√	40	8
28	√	√	√	√	√	39	7.8
29	√	√	√	√	√	39	7.8
30	√	√	√	√	√	39	7.8
31	√	√	√	√	√	39	7.8
32	√	√	√	√	√	38	7.6
33	√	√	√	√	√	38	7.6
34	√	√	√	√	√	39	7.8
35	√	√	√	√	√	38	7.6

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<b>Total</b>							<b>273.</b>
<b>score</b>	<b>275</b>	<b>280</b>	<b>281</b>	<b>266</b>	<b>266</b>	<b>1367</b>	<b>4</b>
<b>Mean</b>	<b>7.86</b>	<b>8</b>	<b>8.03</b>	<b>7.6</b>	<b>7,6</b>	<b>39.06</b>	<b>7.81</b>

**Table 7. The Explanation of Students' Learning Activities in Cycle 2**

<b>No</b>	<b>The students' learning activity</b>	<b>Average score</b>	<b>Criteria</b>
1	Students' activity in answering teachers' questions	7.86	Active
2	Students activity in asking the question about the material given	8	Very Active
3	Students activity in doing individual assignment	8.03	Very Active
4	Students activity in doing group assignment	7.6	Active
5	Students' Activity in Finding Learning Resources	7.6	Active

**Table 8. The Score of Summative Test in Cycle 2 at Tenth Grade of SMAN 8 Bandar Lampung**

<b>No</b>	<b>Students</b>	<b>KKM</b>	<b>Cycle 2</b>	<b>Complete</b>	<b>Incomplete</b>
1	1	75	80	√	
2	2	75	85	√	

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3	3	75	80	√
4	4	75	73	√
5	5	75	80	√
6	6	75	72	√
7	7	75	85	√
8	8	75	80	√
9	9	75	78	√
10	10	75	80	√
11	11	75	76	√
12	12	75	70	√
13	13	75	85	√
14	14	75	84	√
15	15	75	80	√
16	16	75	70	√
17	17	75	78	√
18	18	75	73	√
19	19	75	80	√
20	20	75	74	√
21	21	75	85	√
22	22	75	80	√
23	23	75	85	√
24	24	75	80	√

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25	25	75	85	√
26	26	75	80	√
27	27	75	83	√
28	28	75	78	√
29	29	75	80	√
30	30	75	85	√
31	31	75	80	√
32	32	75	82	√
33	33	75	80	√
34	34	75	76	√
35	35	75	80	√
Total		2782		
			29	6
Mean Score		79.5		

**Table 9. The Percentage of the Students' Score in Writing Test of Cycle 2**

No	KKM	Information	Cycle 2	
			Number of students	% Completeness
1	≥ 65	Complete	29	82.86 %
2	≤ 65	Incomplete	6	17.14 %
Total			12	100%

