THE EFFECTIVENESS OF "SNOWBALL THROWING" METHOD IN TEACHING WRITING PROCEDURE TEXT

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Abstract

The objective of this true experimental study was to find out whether "Snowball Throwing" method is effective or not to teach writing procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. It was found that in *Independent Samples Test* between control and experimental class got score *sig* was 0,816=81,6 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* was 0,000 (less than 0.05). It means that both of classes had same variant but had different achievement. It can be seen from

comparing the means both of the classes; it was found that the mean of experimental class was 84.95 which were higher than control class 77.72. Then the result of the mean of post-test of experimental class was 84.95 which were higher than pre-test 66.95**.** It could be concluded that "Snowball Throwing" method was effective in teaching writing procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016.

A. 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. Pardiyono (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. Especially in teaching English text, the material should be well prepared because teaching genre of text in junior high school level is not easy.

Writing genre of text needs some practices, because writing activity is one of the learning language components that should be also mastered by the students. Pardiyono (2012: 1) states that writing is a kind of activity that can be shared about new information that will be given to another people. Writing is not only about grammar, lexical, vocabulary, but also about the content of the text. Based on the writer's survey in SMP Negeri 1 Paguyangan on 16th December 2015, the writer

found that the students got some problems when they read and rewrite the text. They could not arrange the sentences into a good paragraph.

The students felt difficult to understand the text especially procedure text. They felt confused when composing it. They were also lack of vocabulary. The students did not know the steps when they composed procedure text especially in written text jumble word.

The writer wants to apply the method of "Snowball Throwing". It is one of cooperative methods that asks the students to be active in writing, they can discuss with their friends about the material.

Based on this problem, the writer is interested to conduct the research entitled "The Effectiveness of "Snowball Throwing" Method in Teaching Writing Procedure Text (An Experimental Study on the Seventh Grade Students of SMP Negeri 1 Paguyangan in the Academic Year 2015/2016)".

B. Literature Review

The theories reviewed here are related to procedure text and "Snowball Throwing" method.

1. Procedure Text

Pardiyono (2010: 31) states that procedure text is the kind of text contains of instructions or to finish some job. Anderson (2003: 50) says that procedure text is a piece of text that gives us instructions for doing something.

a. The Purpose of Procedure Text

According to Anderson (2003: 50), the purpose of procedure text is to explain how something can be done. According to

Pardiyono (2010: 41), the main purpose of a procedure text is to tell the readers about the steps of how to accomplish a job – to tell how a job is completed.

b. The Kinds of Procedure Text

Anderson (2003: 51) says that there are some kinds of procedure text, which are:

1) Directions (use something, get something)
2) Recipes (food, cake, drink)
3) Instruction Manuals (use ATM, play game, make a toy)
4) Itineraries (the plan of trip)

c. The Language Features of Procedure Text

Anderson (2003: 52) states that the language features usually found in a procedure text are:

1) The use of technical language
2) Sentences that begin with verbs and are stated as commands
3) The use of time words or numbers that tell the order for doing the procedure
4) The use of adverbs to tell how the action should be done

a. The Generic Structures of Procedure Text

Based on Anderson (2003: 52), there are generic structures of procedure text. Those are:

1) Introducing and aim of the procedure (the goal)
2) List of materials needed for doing the procedure (material)
3) A sequence of steps in the order they need to be done (the steps)

2. "Snowball Throwing" Method

It will be explored more about the definition, the steps, and the advantages of "Snowball Throwing" technique.

a. The Definition of "Snowball Throwing" Method

Sunistini et al (2011: 3) state that "Snowball Throwing" is a method 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.

b. The Steps of "Snowball Throwing" Method

According to Suprijono (2015: 147), the steps of "Snowball Throwing" method are:

1) Teacher prepares the material to be presented.
2) Teacher calls each group leader to give an explanation about the material.
3) Each group leader goes back to the groups respectively and explains the material to his friends.
4) Then each student is given a worksheet, to write down a question concerning any matter that has been described by the leader of the group.
5) Then the paper contains of questions made like a ball and thrown from one student to another student for ±15 minutes.
6) After the students get one ball/one question is given the opportunity to students to answer questions that are written in the form of a ball of paper in turn.
7) Evaluation, the students make procedure text from the picture and the question.

8) Conclusion, the teacher gives flashback about the material and gives the students some questions.

c. The Advantages and Disadvantages of "Snowball Throwing" Method

According to Shoimin (2014: 176), the advantages of using Snowball Throwing Method 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.

According to Shoimin (2014: 178), the disadvantages of using "Snowball Throwing" 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.

C. Method of Investigation

The method covers the research design, the source of data, technique of data collection, and technique of data analysis.

1. Research Design

In this research, the writer used true experimental design (pre and post-test control and experimental class design) to identify the effectiveness of "Snowball Throwing" method in teaching writing of procedure text on the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. There are two groups in pre and post-test control and experimental class design that were chosen randomly, and then they were given pre-test to know the initial condition whether there was a difference between experimental and control class.

2. Source of Data

The population of the research was the seventh grade students of SMP Negeri 1 Paguyangan in the academic year 2015/2016. In this research, the writer took 70 students as the sample which would divide into two classes. First class consisted of 35 students as an experimental class and the second were 35 students as a control class chosen randomly.

3. Technique of Data Collection

In this research, the writer collected the data by conducting pre-test and post-test. Pre-test was given before the writer teach material by "Snowball Throwing" method, the writer asked the students to do the test related in the materials that they had known before. Pre-test was given to the experimental and control class in the same way. This test was given before the treatment for the experimental class. Post-test was given to the experimental and control class. It was given in order to know the students' achievement after they were taught by "Snowball Throwing" method (experimental class) and without "Snowball Throwing" method (control class). The writer used a written test, the students must arrange the sentences to be a good paragraph and they must know the generic structures of procedure text.

4. Technique of Data Analysis

The data of this research were analyzed by using statistic formula that was a technique used to compare the mean of two scores from two independent samples. The result of analysis would do by the way of measure validity and

reliability. The steps were carried out by the writer: counting the mean score of pre-test and post-test, applying the data with normality test and homogeneity test, applying the data into the formula T-test (equal test) to compare the mean score of control and experimental class, and analyzing the hypothesis.

D. Discussion

The discussion here covers the try out analysis, the result of pre-test analysis, the result of post-test analysis, and the result of pre-test and post-test analysis.

1. Try Out Analysis

In collecting the data, the writer conducted pre-test and post-test to both control and experimental class. The test had been tried out before. Before the writer conducted pre and post-test, the writer tried out the instruments of test in the seventh grade students of SMP Negeri 1 Paguyangan. The try out test was held on April, 13th and 20th 2016. The number of the students of the try out test was 38. The purpose was to find out the validity, reliability test before implementing in the research. Based on the result of output test of validity, it could be seen that the score of Pearson Correlation for score and total are 0.686^{**} and 1, it meant that the instrument of the research was valid. After finding the validity, the writer continued to find the reliability of the instruments of research used SPSS 16 program. It was found that the item of question was reliable.

2. The Result of Pre Test Analysis

In this step, the writer analyzed the result of pre-test to find the normality and homogeneity of the data. The respondents of experimental class were 35 respondents and the respondents of control class were 35 respondents. The mean of experimental class was 66.95 meanwhile the mean of control class was 59.72.

After getting the result of pre-test, the writer counted the normality and homogeneity tests on both of classes. Based on the result of normality test, it could be seen that the score sig was $0.200 = 20\% > 0.05 = 5\%$, it meant that the pre-test result between control and experimental class was normal distribution. The result of homogeneity test pre-test between control and experimental can be seen that the score of sig $= 0.816 = 81.6\% > 5\%$, so between control and experimental had same variant (homogeneous).

3. The Result of Post Test Analysis

Based on the result of normality test, it could be seen that the score sig was $0.200 = 20\% > 0.05 = 5\%$, it meant that the post test result between control and experimental class was normal distribution. Furthermore, the result of homogeneity test post-test between control and experimental can be seen that the score of sig $= 0.816 = 81.6\% > 5\%$, so between control and experimental class had same variant (homogeneous).

4. The Result of Pre-test and Post Test Analysis

This is the last analysis for the result of pre and post-test for both classes. The purpose was to find the comparing score between pre and

post-test. It was showed that the mean score pre-test 59.7143 and post-test 77.7143 in control class. The data showed that there is improvement in control class. Moreover, it was showed that the mean score pre-test 66.9429 and post-test 84.9429 in experimental class. The data showed that there is any improvement in experimental class. Finally, it was showed that the mean score of post-test in experimental class was 84.9429 and post-test in control class was 77.7143. The data showed that there was difference result of post-test between control and experimental class, so it can be concluded that "Snowball Throwing" method was effective in teaching writing procedure text

E. Conclusion

It could be concluded that the post-test mean score of the students that were taught by using "Snowball Throwing" method was higher than the students that taught conventionally. The post-test mean score of experimental class before getting the treatment was 66.95 and after getting the treatment was 84.95 (84.95> 66.95). It was higher than control group; the post-test mean score was 84.95. Therefore, it could be said that there was improvement score of pre to post-test of experimental class. The score was increased because the writer used Snowball Throwing as a method in teaching writing procedure text.

It was different from control class. In learning process of writing procedure text the writer just gave material conventionally, without particular method, the activity was only writing paragraph from the writer's instruction. Consequently, their score in writing was still low. We could see that

although there was improvement score from pre to post-test in control class but it was still lower than experimental class. Then, based on the result of the questionnaires, the result showed that 85.72% of the students in experimental class agree that Snowball Throwing made them easier and give more advantages in making procedure text. This condition made them more enthusiasm and more excited in joining the class. They followed all activities that were given by the teacher. It was different from control class; the students were bored to follow the class. The teacher just gave material conventionally. The activities were only discussing and writing paragraph from the teacher's instruction. This condition made the students bored and they did not have much spirit to study. Consequently, their score in writing was bad. We could see that although there was improvement from pre-test to post-test in control class but it was still lower than experimental class.

Acknowledgement

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