

**THE EFFECTIVENESS OF TEACHING SPEAKING USING SNOWBALL
THROWING TO IMPROVE STUDENTS SPEAKING ABILITY OF THE
ELEVENTH-GRADE STUDENTS AT SMAN 4 KEDIRI IN ACADEMIC
YEAR 2022/2023**

SKRIPSI

**Presented in Partial Fulfillment of The Requirements to Obtain the Sarjana
Pendidikan Degree (S.Pd) of the English Education Department Faculty of
Teacher Training and Education University of Nusantara PGRI Kediri**



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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2023**

APPROVAL PAGE

THESIS

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ENTITLED:
THE EFFECTIVENESS OF TEACHING SPEAKING USING SNOWBALL
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ELEVENTH-GRADE STUDENTS AT SMAN 4 KEDIRI IN ACADEMIC
YEAR 2022/2023

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Examination Committee of University of Nusantara PGRI Kediri

Kediri, July 26th 2023

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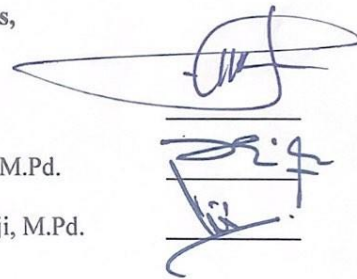
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YEAR 2022/2023**

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MOTTO AND DEDICATION

MOTTO:

There will be a time in one's life when one feels a problem, which seems like a heavy burden to be carried to feel difficulties from head to toe whoever it is. If there is someone who is feeling that, rest assured the word of Allah at that time Allah is raising his degree and improving the quality of his life to achieve something special that has never been achieved.

“Barang siapa yang bertakwa kepada Allah, niscaya Dia akan mengadakan baginya jalan keluar, dan memberinya rezeki dari arah yang tiada disangkanya. (Ath-Thalaq: 2-3)”

“When you’ve reached a certain point in your life, there are people out there waiting to see you fall. But rather than let gravity take you down, sometimes you have to take matters into your own hands and fly. (Justin Bieber)”

DEDICATION :

“This thesis is fully dedicated to: Mr. Umar Hasan my beloved father and Mrs. Suliyah my beloved mother, the researcher’s beloved parents who always pray all the time for finishing this thesis and their greatest support, love and impression. Special thanks to all of my lecturers. Thank you for everything to my support system all of my friends in campus. Last, I would like to dedicate a grateful thanks to myself who still stand until now. I believe every person has their different style of perceptions, by honoring theirs actually is honoring self.

ABSTRACT

Soraidah Magfiratul Jannah. The Effectiveness of Teaching Speaking Using Snowball Throwing to Improve Students Speaking Ability of The Eleventh-Grade Students at SMAN 4 Kediri in Academic Year 2022/2023.

Key Word: Snowball Throwing, Teaching Speaking, Speaking Ability

Students should practice speaking since it will help them communicate more effectively. It enables listeners to understand the speaker and avoid misunderstandings. However, teaching speaking is a complex undertaking. During the learning process, students face numerous challenges, such as a lack of vocabulary, speaking fluency, and inaccurate pronunciation. These issues can be overcome by employing a non-monotonous learning model. The snowball throwing model is one of the non-monotonous learning strategies that can increase students' speaking skills.

This study was carried out to answer the following problem formulations: (1) What were the students' speaking abilities before being taught using the snowball throwing model at SMAN 4 Kediri? (2) How is the students' speaking ability after using the snowball throwing model at SMAN 4 Kediri? (3) How far is the effectiveness before and after the snowball throwing model at SMAN 4 Kediri? The quantitative research approach employed in this study was a pre-experimental study with pre-test and post-test design. Class XI IPS 4 samples were chosen. One group of 35 students was involved. The data were acquired using the following procedures: conducting the pre-test, giving the treatment, and conducting the post-test. After obtaining the test score, the data was examined and processed in SPSS using the t-test procedure.

The pre-test results mean 47.40; after the pre-test, the treatment was given in the form of using the snowball throwing model on teaching speaking to improve students' speaking skills; during the treatment, there was an increase, as evidenced by the post-test results, which mean 72.37. To determine the importance, compare t_{count} to t_{table} is obtained at a significant level of 5%, and when compared to t_{count} 17.464, it can be shown that t_{count} is more than t_{table} , namely $17.464 > 2.034$. As a result, there is a considerable difference between the pre-test and post-test within the sample group. As a result, the alternative hypothesis (H_a) is supported, and the hypothesis (H_0) is rejected, indicating that the snowball-throwing model in teaching speaking effectively improves students' speaking ability.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praise be to Allah S.W.T, the single power, the lord of the universe, master of the day of judgment, God all mighty, for all blessings and Mercies so that the researcher able to finish this thesis proposal entitled: “The Effectiveness of Teaching Speaking Using Snowball Throwing to Improve Students Speaking Ability of The Eleventh-Grade Students at Sman 4 Kediri in Academic Year 2022/2023”. Peace is upon prophet Muhammad saw, the great leader and good inspiration of world revolution.

The preparation of this thesis is part of a research plan for the preparation of a thesis as one of the requirements for obtaining a Bachelor of Education degree in the English Language Education Department. On this occasion, sincere thanks and appreciation are expressed to:

1. Dr. Zainal Afandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Mumun Nurmilawati, M.Pd. as the Dean of Faculty Teacher Training and Education of University of Nusantara PGRI Kediri.
3. Khoiriyah, M.Pd. as the head of English Education Department of University of Nusantara PGRI Kediri
4. Suhartono, S.Pd., M.Pd. as the first advisor of the thesis who has many valuable hours to give guidance, suggestion, and correction.
5. Mahendra Puji Permana Aji, M.Pd. as the second advisor who has many valuable hours to give guidance, suggestion, and correction.
6. All lecturers of English Education Department who have given valuable knowledge given all this time at the teacher training and education faculty of

Nusantara PGRI Kediri University.

7. I also thank my beloved parents Mrs. Suliyah and Mr. Umar Hasan; my beloved brother Vanhas Mutawakil Alallah
8. As well as thanks to other parties who have helped complete this thesis and other people who cannot be mentioned one by one for their supports.

Hopefully their sincerity can be recorded as charity, Aamiin. The researchers realize that in writing this thesis it is still far from perfection both in material and in the way, it is written. However, the author has tried with all his abilities and knowledge so that he can complete this final internship report on time. therefore, the author welcomes constructive criticism and suggestions. The researcher hopes that this thesis can be useful for researchers in particular and for readers in general.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Problem

Education is essential to everyone, according to Alpian et al. (2019), who also stated that Education is crucial for humans; with Education, we can develop self-competence to answer the challenges of an increasingly advanced and modern era. With Education, we can become fully human because, as humans, we must have knowledge, attitudes, and noble manners as the implementation of Education itself. As technology becomes faster and more advanced, all countries, including Indonesia, compete for better human resources that can best be integrated into the education process. However, in Indonesia, according to Mutiarani et al. (2022), Education in Indonesia still needs more equity in facilities, school building, and professional teachers.

The one thing that needs to be mastered or that every resource need is language, especially English, because we know it is an international language. Brown (2007) states that language is a long and challenging process. The act of transitioning from one's native language, culture, and cognitive framework to a new language, culture, and way of life profoundly impacts the individual as a whole. Effective communication in a second language requires high commitment, engagement, and comprehensive psychosomatic response.

Communication necessitates not only language mastery but also the ability to speak. According to Aziz & Dewi (2019), Speaking skills are one of the essential aspects of effective communication. Speaking is an activity in which people participate daily. Speaking is seen as an essential aspect of communicating. According to Fulcher (2003) in Adlim (2019), Speaking refers to the act of utilizing spoken language as a means of conveying information or ideas to other individuals. This communication aims to convey a message embedded in the structure and semantics of all forms of language, whether oral or written.

Four essential communication skills in the English language are required, i.e., listening, speaking, reading, and writing. Possessing intuitive speaking skills is considered to be the most critical aspect of language proficiency. According to Florez's (1999) in Ramadhani & Bahri (2017) speaking is an interactive process involving the construction of meaning through the production, reception, and processing of information. It can be inferred from these assertions that speech serves a fundamental function and is intricately intertwined with the human experience.

Mr. Wachendorf, as the first individual to serve as the Head of the Inspectorate of the Center for English Teaching at the Ministry of Education, stated that English is the first foreign language that must be taught in Indonesian secondary schools. This led to the development of English language learning. The purpose of teaching English, according to Wachendorf, is to equip students with "working knowledge of English." The Decree of the Minister of Education and Culture No. 096/1967, which is still in existence, also strengthens the English

language education system in Indonesia. The use of English in speaking in Indonesia still needs to be used. According to the English Proficiency Index (2022), Indonesia ranks 81 out of 111 countries worldwide and is classified as a country with low proficiency or non-English speaking. There is a factor that Indonesian people have: the student's issue that they dislike English. According to

Tambunsaribu & Galing (2021), two internal and external factors contributed to students disliking English classes. The external factor is that the teacher was unpleasant (stiff/uncomfortable), the teaching style needed to be more participatory and active (poor teaching methods/passive teachers), and the teacher needed to be more competent and skilled in instructing English courses. The internal factors come from the students themselves; they think English is confusing, dislike English courses, and believe English is unimportant. We can see that this is not solely the student's fault but may also be related to the employment of unsuitable learning techniques. As a result, teachers must be imaginative and capable of fostering a positive learning environment.

Creative learning creates an enjoyable setting for students during the learning process by actively engaging them to improve their material comprehension and critical thinking abilities. According to Magdalena et al (2021), besides the suitable learning materials, teachers should also use the correct learning method in the classroom. Using learning models to enhance learning outcomes and increase student interest in studying is possible. The "snowball throwing" model is one of the alternatives. According to Rosidah (2020), snowball throwing is a method of learning in which students are given a paper ball and then thrown to

different groups of students. This learning model integrates the leadership potential of students in groups with the skills of asking and responding to queries through a creative snowball-throwing game.

The researcher observed English learning at SMAN 4 Kediri. Students appeared to understand as long as the teacher explained. However, when the teacher asked for opinions, only a few students responded that it could be due to several factors, including their limited English vocabulary. Furthermore, students in the school have low speaking skills and self-confidence. The researcher asked the teacher whether the snowball-throwing technique had been used. The answer to this question is that the teacher has never used the snowball-throwing model to teach speaking; the reason is that there is always a time constraint. So that the teacher only assigns basic activities, such as providing exercises or activities from the handbook, urging students to read the text, and asking them to respond to queries based on the text.

The researcher chose SMAN 4 Kediri because the researcher wants to provide an innovative speaking teaching model at this school. If the model used previously has not been able to attract students' interest in using English, especially speaking, and increase students' confidence, perhaps after using this model, students become more interested in speaking.

According to Gumartifa & Syahri (2021), a lack of social and confidence is another issue that affects students' ability to talk. Shyness, passivity, worry, anxiety, and depression are some emotional responses that can affect their ability to communicate in English. It has become an enormous challenge for students if they

believe in themselves during self-communication. From the statement above, it is hoped that it can improve students' speaking skills. The researcher chooses a title that can describe the entire content of this research: "The effectiveness of snowball throwing in teaching speaking to improve students' speaking ability of eleventh-grade at SMAN 4 Kediri".

B. Identification of The Problem

From the above description, the following issues can be identified:

1. Teaching activities are still centered on the teacher; consequently, students participate less actively in learning activities.
2. Students lack speaking ability in expressing opinions and asking questions.
3. Lack of variation in monotonous methods.

C. Limitation of the Problem

Numerous factors embarrass students when learning English and make them hesitant to articulate their opinions. The problems may stem from students' lack of knowledge and comprehension of the subject matter, limited vocabulary, and fear of making a mistake. Based on the problem statement, the researcher limits the scope of the research to be conducted. The researcher restricts the problem to the efficacy of snowball throwing in teaching speaking to improve the speaking ability in Vocabulary, Pronunciation and fluency of XI IPS 4 students at SMAN 4 Kediri in English. This study aimed to determine if throwing snowballs had a significant impact on students' speaking ability.

D. Formulation of the Problem

1. What were the students' speaking abilities before being taught using the

snowball throwing model?

2. How is the students' speaking ability after using the snowball throwing model?
3. How far is the effectiveness before and after the snowball throwing model?

E. Objective of the Research

1. To assess the speaking ability of SMAN 4 eleventh-grader students to implement the snowball-throwing model.
2. To determine the speaking ability of SMAN 4 Kediri eleventh-graders using the snowball-throwing model.
3. Determine whether there was a significant difference in the speaking ability of SMAN 4 eleventh-graders before and after they were taught the snowball-throwing model.

F. Significance of The Research

The significance of this research is as follows:

1. For teachers

Improve teachers' understanding of the Snowball throwing model and incorporate it into learning activities to gain direct exposure to the Snowball throwing model.

2. For schools

It serves as information and study materials to conduct further research on the snowball throwing model in learning activities.

3. For researchers

This study provides both input and knowledge to get a quantitative picture of what influence the snowball-throwing model has on improving the speaking ability of students of XI IPS 4 in English subjects at SMAN 4 Kediri.

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