



# Improving Students' Speaking Skill through Snowball Throwing Technique (STT) at Indonesian Junior High School

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## Abstract

This research is a Classroom Action Research (CAR). It aimed at improving students' speaking skill of the 7<sup>th</sup> grade at SMP N 1 Kotabunan East Bolaang Mongondow through the snowball throwing technique. The subjects of this research were 31 students consisted of 21 girls and 10 boys. But, only 25 students who attended the classroom. In this research, the researchers used mixed method (quantitative and qualitative design). To collect the data, the researchers utilized by using tests and observation. The researchers conducted the tests by asking the questions that related to the lessons that students had previously learnt. Meanwhile, observation was accomplished in order to observe qualitatively about the students' learning process by the technique. The results showed that, in the first cycle, the mean score was 39.84 with percentage of students who passed the test was 52%. While in the second cycle, the mean score of post-test was 72.16 with the percentage of students who passed the test was 100%. According to the observation in the first cycle, it revealed that students could not carry out the technique properly and some students were not good in speaking such as having bad grammar and pronunciation. Furthermore, the researchers used the papers to construct as a ball in conducting *the snowball throwing technique*. In the second cycle, it indicated that the students were going better by carrying out the following technique. Based on the indication of the result, it can be said that there was an improvement of students' speaking skill through snowball throwing technique of the 7<sup>th</sup> grade at SMP N 1 Kotabunan East Bolang Mongondow.

**Keywords:** Snowball Throwing Technique, Speaking skill, Indonesian Junior High School.

## **Introduction**

Throughout centuries, English language has become a lingua franca which means as widely language that people used as their communication tool, because it has spread and overlapped the globe. This language, like people known has settled as a main position in international communication. Having used it, speaking skill in particular becomes a necessary aspect even it is mostly found in some of developing countries. Sepahvand (2014) elaborates that speaking skill has several reasons which can be considered as the first goal of the study in order to reach other interests such as personal satisfaction to be able to speak properly. Another supporting definition from Tahir (2015), simplifies that a person can be said as successful one in applying English as a foreign language when he or she has done to practice it into speaking. By committing this activity, the following person can absolutely and confidently acquire the notification of an audience and prove the necessary occasion for the speakers to keep the message known (Taka, 2019). Also, speaking skill can be considered as a platform to certainly help the other areas of life. Of all the experiences, therefore, speaking skill is needed.

Accordingly, teaching speaking skill is found not easy. The prominent goal of teaching speaking skill is to improve somebody's oral skill, but there some causes which can make the person faces a lot of difficulties in speaking. Going through educational activities, some factors could be synthesized as a lack of ability in speaking English for students. It can be measured out that the problems can be the students themselves, a lack of teaching strategies, or the related curriculum and the environment. In addition, some of general causes can be the problems for students to pursue their struggle. Ardhy (2018) states that there are problems are normally defined as crucial to students such as fluency, accuracy, and comprehensibility. These problems are in line with the experiences found during the research. Those were about anxiety and hesitation because of the lack of vocabularies and grammar structure errors as well as pronunciation in speaking. From the cases, students' communication in practicing English was broken. Based on these problems, the researchers tried to figure out by picking snowball throwing technique (STT) and using it to reveal the problems. The reasons to raise the following technique was due to the form of snowball throwing technique that having students cooperated each other to create an enjoyable learning and pursue a better result.

Snowball throwing technique (STT) is one of the cooperative learning techniques where learners are commanded to work together and share information in group by using a ball as a tool. Studies have practiced such as Rahmat Wirawan, Ferry Rita and Abdul Waris (2013). On the related research, they concluded that vocabularies also being impacted by the successful of the application of snowball throwing technique. After going through experimental study, then it was listed that students' vocabularies were increased. Another selected research has focused to increase students' ability by using the following technique which referred to Susanty (2016), explaining that snowball throwing technique can be employed to make students responsible in accepting and conveying messages each other in group. She used to research her study to eleventh grade students of senior high school in Banda Aceh. By applying experimental study, she then stated that STT can be chosen as an alternative option for teachers to use.

A proceeding written by Gani, Yusuf, and Erwina (2017) identifies that STT (commonly summarized the name of Snowball Throwing Technique) is interesting for students in reading

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a text. Besides, students could have tried to prepare themselves about the questions to be asked. By their result of analysis through quasi-experimental study, it is proved that activities in STT could construct students' ability in doing reading comprehension and enhance their interaction socially. Having seen this result, it can be concluded that STT is suitable with other related skills. This technique is seen mostly to the cooperative style in which students are collected in the form of group work.

Additionally, another study is explained and written by Yanuarti Apsari, Indra Saputra and Gian Leriandini (2019) with the title "*Students' Perceptions of Snowball Throwing in Teaching Grammar*". The purpose of the research is to explain whether the implementation of snowball throwing technique can be useful in teaching grammar or not. Accordingly, some advantages showed in their result, that implementing snowball throwing technique in grammar class improved students' learning activity, creativity and their cooperation altogether. Of this information, it can be synthesized that the following technique is not only detected to have a role on one aspect only, but also integrated to be able to link with other skills or sub-skills. The other researchers argued, that the following one can be linked with reading comprehension. Still with Apsari who cooperated with Nurmalasari (2020), seeking to reveal that students' participation during the implementation of STT in a classroom. Lots can be figured out that STT showed effectively and had several stages of students' skill improvement. The implementation displayed that the function throughout STT application take the students interact in the class actively. Consequently, it gives students' involvement enjoyable during teaching and learning process. To show briefly about the following implementation, some procedures of STT have been figured out by (Istarani, 2012; Suprijono, 2013) and elaborated by Apsari (2018) as well as Nurmalasari (2019). Those are:

- preparing a material extended by the teacher,
- forming students into groups, also invite every leader of their groups to convey the information being talked,
- re-explaining the information acquired from the leader to their own members,
- giving opportunities for students to ask question by the worksheet given to each members of group,
- playing a paper ball by throwing them to another members of the other groups,
- when the students laid hands on the paper ball, he or she is pleased to answer the written question
- Turning to play the paper ball again by another group
- Giving a penalty for groups who got the wrong answers and lowest scores
- Giving conclusion
- Doing evaluation

In linking with their studies, the researchers in this current study tried to formulate STT into speaking skill area. It is intended to be settled due to the local issues of the school that many problems found during their learning activity. Interestingly, it happened not only in English subject, but also to the entire subject such as math, science, and even Bahasa Indonesia. The issues are highly caused by the perspectives of students, teachers' habitual activities and

hesitation of students themselves in expressing their ideas and movement during their learning process. This is of course displayed by the limited time and a lack of simulation of the game within the process (Kusumaningrum, Setyawati, Sutopo, Ratih, Badri, Tawandorloh, 2020). In this case, teachers were mostly carried out by giving tasks, applying direct method, and also lack of communication. Meanwhile, students were seldom writing, lack of communicative skills, and rarely pointed to listen to the teachers' voices only. It is based on the observation that students were lacking of group work enthusiasm, interactive communication in delivering an idea, bravery, grammar mastery as well as the limitation of pronunciation in speaking English.

Based on the gaps explained of the previous paragraph, the researchers were further analyzed about STT by formulating the research questions that:

1. Is snowball throwing technique (STT) effective to improve students' speaking skill to seventh grade students at SMPN 1 Kotabunan East Bolaang Mongondow? and
2. How does the implementation of snowball throwing technique (STT) improve English speaking skill to seventh grade students at SMPN 1 Kotabunan East Bolaang Mongondow.

By these questions, the objectives are then to find out the improvement of students' speaking skill through STT and to reveal the results of the implementation of STT in improving students' speaking skill. This paper is considered to be an interesting research since the researchers observed in that school through the teachers' experiences in teaching English. Moreover, the researchers expected that the results could be a reference to motivate teachers theoretically and practically in improving students' speaking skill at junior high schools, especially in teaching students how to speak English correctly.

## **Method**

This research was conducted through quantitative and qualitative analysis in the form of Classroom Action Research. The main aspect in which the researchers wanted to solve the students' problem was not only grammatical error but also pronunciation. By doing this methodology, the researchers utilized four phrases in which the steps were carried out through planning, action, observation and reflection. These stages conducted in order to emphasize the data qualitatively and also quantitatively. The subject in this research was the students of the seventh grade in academic year of 2019/2020. Those students were located in B class consisting 31 students as the number. Consequently, the cycles carried out in this research was two cycles with three meetings of each cycle. In pursuing the data collection, the researchers qualitatively synthesized the instruments through the field notes and observation checklist toward each cycle. Documentation also was taken in every activity per cycle to picture the situation. In this step, the instruments that the researchers used was to observe the current situation throughout teaching and learning activities by writing and checking some relevant stories or situations that occurred during the implementation of STT. The observation check list and documentation used to record the students'

performance in following the classroom situation, while field notes recorded the way the students executed their pronunciation through their movement in speaking. Meanwhile, by looking at quantitative side, tests were conducted before and after the implementation of STT (snowball throwing technique) to students of B class in SMP N 1 Kotabunan. The tests were delivered in the form of oral test one by one. Students were pointed to perform their skill with self-introduction on the pre-test before the implementation of STT. However, in post-test after cycle I and II with STT implementation, used a kind of speaking oral test with the help of inanimate objects. The researchers interviewed them by having asking-question method. Furthermore, data analysis technique in this research was done in two types. They were about data reduction, data display and drawing conclusion for the type of qualitative analysis. Besides, about the quantitative side, a kind of speaking formula in which to identify their fluency, accuracy and comprehensibility (Nurmalasari & Apsari, 2019) was formulated both in calculating and finding students' completeness score as well as mean score and calculation of percentage of every sequence.

## **Results**

### ***Findings***

According to the observation about the situations of the school, the researchers decided to take into account by applying STT in SMPN 1 Kotabunan. Pre-test was distributed to the students which meant to identify and select students' comprehensive knowledge in speaking English. On this part, asking students to introduce themselves one by one in front of the class was needed. After going through this selection, the scores required were as follows:

*Students' Score in Pre-test*

<b>No.</b>	<b>Name</b>	<b>Students' Score in pre-test</b>
1.	QNL	69
2.	AL	62
3.	AM	30
4.	LL	65
5.	NG	45
6.	AP	30
7.	WM	30
8.	AL	30
9.	DS	30
10.	FG	30
11.	NM	30
12.	AA	30
13.	STFP	48
14.	AAM	45
15.	AGM	30
16.	RM	30
17.	RNP	41
18.	OB	30
19.	AS	30
20.	MAAL	65
21.	MAM	66
22.	RB	40
23.	SL	30
24.	NP	30
25.	DP	30
<b>TOTAL</b>		<b>996</b>
<b>MEAN</b>		<b>39.84</b>

According to the students' pre-test score, it can be seen that students who passed standard score were 4 students with the average percentage 16 %. However, this result was the lowest than the researchers expected previously.

***The Implementation of Cycle 1***

Of the three meetings conducted, four steps of carrying out Classroom Action Research were applied. Those were planning to provide the requirements before treatment, doing action (or treatment) about STT in a classroom in order to measure out students' speaking improvement, doing observation to the students, and analyzing the final conclusion by stating the reflection (this was due to consider to play another four steps anymore). Consequently, the cycle 2 was needed properly. It can be explained that students' improvement was not stable enough and required for further treatment by STT. The students' score can be seen on this following table:

*Students' score in cycle 1*

No.	Name	Standard Score	Post-test score in cycle 1	Passed	Failed
1.	QNL	65	93	√	
2.	AL	65	89	√	
3.	AM	65	71,5	√	
4.	LL	65	90	√	
5.	NG	65	70	√	
6.	AP	65	65,5	√	
7.	WM	65	54		√
8.	AAP	65	61,5		√
9.	AL	65	42,5		√
10.	DS	65	44		√
11.	FG	65	43		√
12.	AA	65	65	√	
13.	STFP	65	68	√	
14.	AAM	65	65	√	
15.	AGM	65	34		√
16.	RM	65	43		√
17.	RNP	65	65	√	
18.	AS	65	58,5		√
19.	MAAL	65	76,5	√	
20.	MAM	65	89	√	
21.	RB	65	65	√	
22.	SL	65	43		√
23.	NP	65	55		√
24.	AM	65	46		√
25.	DP	65	35		√
<b>TOTAL</b>			<b>1532</b>	13	12
<b>MEAN</b>			<b>61,28</b>		

From the previous table, it indicates that there is better achievement since

cycle 1 conducted. It can be said that the results are further increased by the students' improvement. Furthermore, based on the observation held for the first meeting in cycle, students were focused in applying STT for the first time, then it was about 5 students executed to speak correctly and grammatically. Also, 3 students could not even speak and the rest of them were good in pronunciation but not in grammar or contrary. In the 2<sup>nd</sup> meeting, 8 students could be able to speak correctly, responsively and grammatically, whereas the rest of them were not better in which their skill in speaking considered low in having grammar and also pronunciation. At the last meeting, 14 students could be said to speak responsively and correctly, while the rest of them were still with the same ability like before.

***The Implementation of Cycle 2***

To consider to do the cycle 2, is based on the results of cycle 1 that stated the weaknesses and lack of attention. This current cycle intends to affirm students' bravery in speaking than before and to reinforce students' comprehension in English especially speaking by the implementation of STT. Like the previous cycle, three meetings in this cycle were held. At this meeting, a new style designed in applying STT by using plastic ball. Furthermore, at this time, the amount of students who attended the class were 25 students, and the students who didn't come were 6 students. After going through the post-test, the results can be shown as follows:

*Student's score in cycle 2*

No.	Name	Standard Score	Post-test score in cycle 1	Passed	Failed
1.	QNL	65	97	√	
2.	AL	65	93	√	
3.	AM	65	65	√	
4.	LL	65	88	√	
5.	NG	65	76	√	
6.	AP	65	65	√	
7.	ML	65	65	√	
8.	WM	65	65	√	
9.	AAP	65	65	√	
10.	FAM	65	65	√	
11.	AL	65	65	√	
12.	AL	65	65	√	
13.	FG	65	65	√	
14.	AA	65	65	√	
15.	STFP	65	82	√	

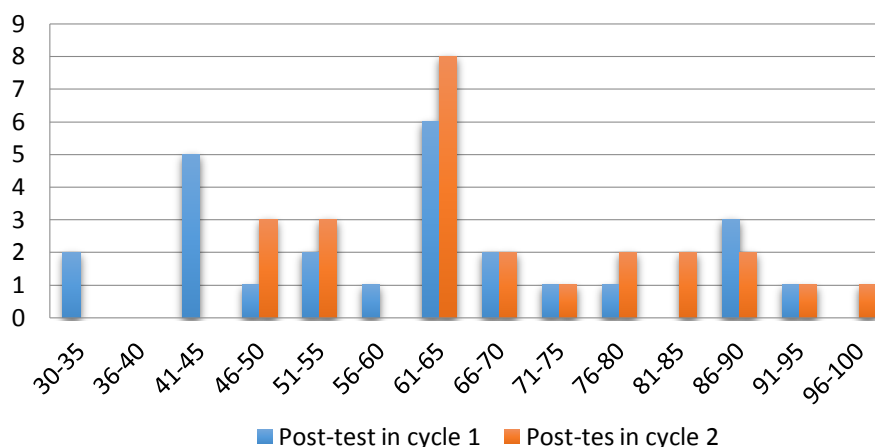


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16.	AAM	65	72	√
17.	AGM	65	65	√
18.	RNP	65	76	√
19.	AS	65	68	√
20.	MAAL	65	82	√
21.	MAM	65	90	√
22.	RB	65	70	√
23.	SL	65	65	√
24.	NP	65	65	√
25.	DP	65	65	√
<b>TOTAL</b>			<b>1802</b>	
<b>MEAN</b>			<b>72,16</b>	25

Having said about the results from the table, the improvement of students' speaking skill through STT (snowball throwing technique) can be seen. From the calculation of both cycles, the presentation can be displayed below:

The comparison of students' result between post-test in cycle 1 and cycle 2



In this cycle 2, the first meeting was pictured that 10 students could speak properly about the topic. Then, in the second meeting, 4 students had the same mistakes in speaking such as bad grammar and pronunciation. In the last meeting, the researchers discovered 2 students were absent, 1 student was played hooky and the other ones were sick. It was found that 6 students who were better in speaking like having good grammar and clear pronunciation when answering the question. Moreover, 9 students were improved such as knowing how to arrange the sentence with good grammatical ability although they were not fluent in speaking. Instead, they had courage to speak out.

**Discussion**

By the quantitative side, the researchers collected the data through pre-test and post-test. The pre-test was held in order to find out the students' limitation before continue practicing with STT (snowball throwing technique). Otherwise, a post-test was used to figure out the conclusion whether it needs improvement to the next cycle or not. The data was calculated by this following formula by Hatch and Hossein (1982):

$$M = \frac{\sum X}{N}$$

$$M = \frac{996}{25}$$

$$M = 39.84$$

From the previous formula, M symbolizes as a mean score of pre-test. In short, the mean score shown 39.84 and this was exactly very low. At the moment, the students who passed the standard score (minimum score) in pre-test was 4 students. The current data was certainly a far cry with the current curriculum in which the government expected for. The calculation was going through this following formula by Anas Sudijono (2008):

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{4}{25} \times 100 \%$$

$$P = 16\%$$

From the percentage, it can be indicated that the situation seems applicable for the researchers to apply with STT in cycle 1. At this cycle 1, the students who passed the standard score was only 13. The computation can be seen by the following formula below :

$$M = \frac{\sum X}{N}$$

$$M = \frac{1532}{25}$$

$$M = 61.28$$

and

$$P = \frac{y1-y}{y} \times 100 \%$$

$$P = \frac{61.28-39.84}{39.84} \times 100 \%$$

$$P = \frac{21.44}{39.84} \times 100 \%$$

$$P = 53.81\%$$

The results of formula clarified that the mean score from post-test in cycle 1 increased than before (the pre-test). Consequently, the percentage of students who could reach the standard score in cycle 1 can be explained by the similar formula from pre-test. It shows as follows:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{13}{25} \times 100 \%$$

$$P = 52\%$$

Based on the calculation of the data, it finally presents the percentage which  $52\% \geq 16\%$ . In other words, students reached their speaking improvement in cycle 1. However, it is not enough. There is a need to conduct a second cycle due to follow the goal of teaching and learning activities. It is then conducted a cycle 2 for a better result and it proved by this following calculations below:

$$M = \frac{\sum X}{N}$$

$$M = \frac{1804}{25}$$

$$M = 72.16$$

and

$$P = \frac{y^2-y}{y} \times 100 \%$$

$$P = \frac{72.16-39.84}{39.84} \times 100 \%$$

$$P = \frac{32.32}{39.84} \times 100 \%$$

$$P = 81.124\%$$

Based on the final calculation between cycle 1 and 2, it shows that the mean score at previous moment before treating STT is 39.84, and after the cycles such as 61.28 in cycle 1 and 72.16 in post-test cycle 2. As a result, the consideration after the cycles made the students took into account that they could improve their skill by following the tests which can be stated as the percentage:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{25}{25} \times 100 \%$$

$$P = 100\%$$

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In summary, the table below shows the conclusion of quantitative data through the calculation of tests.

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No	Name	Standard score	Pre-test	Post-test cycle 1	Post-test Cycle 2
1.	QNL	65	69	93	97
2.	AL	65	62	89	93
3.	AM	65	30	71,5	65
4.	LL	65	65	90	88
5.	NG	65	45	70	76
6.	AP	65	30	65,5	65
7.	ML	65	30	54	65
8.	WM	65	30	61,5	65
9.	AAP	65	30	42,5	65
10.	FAM	65	30	44	65
11.	AL	65	30	43	65
12.	AL	65	30	65	65
13.	FG	65	48	68	65
14.	AA	65	45	65	65
15.	STFP	65	30	34	82
16.	AAM	65	30	43	72
17.	AGM	65	41	65	65
18.	RNP	65	30	58,5	76
19.	AS	65	30	76,5	68
20.	MAAL	65	65	89	82
21.	MAM	65	66	65	90
22.	RB	65	40	43	70
23.	SL	65	30	55	65
24.	NP	65	30	46	65
25.	DP	65	30	35	65
Total			<b>996</b>	<b>1532</b>	<b>1802</b>

Mean	<b>39.84</b>	<b>61.28</b>	<b>72.16</b>
Percentage of improvement		<b>53.81 %</b>	<b>81.124%</b>
Percentage of passing the standard score	<b>16 %</b>	<b>52 %</b>	<b>100%</b>

Based on the above calculations, it can be said that the students' skill in speaking was improved from cycle 1 and 2 through STT (snowball throwing technique). Furthermore, seeing the qualitative side of cycle 1 through the implementation of STT displayed through observation checklist, field notes and documentation. By looking at the first result of pre-test, students were seen unhappiness when the researchers tested them speaking English spontaneously. They looked bashful in interpreting themselves through their own sentences. When teaching started at first, the students did not fully understand to carry out STT (snowball throwing technique) in their classroom. They lost attention and could not follow the instruction given. The observation appeared that students did not fully proper in speaking English as expected. Hence, the researchers ensured to build up the atmosphere in English class as the first step to make students enjoyable with the learning process. The researchers found some doubts, such as "umm" or "eee" followed by before and after answering the questions delivered. Besides that, they faced some difficulties facing themselves to speak in English.

During the learning process, the researchers observed that they could not concentrate to follow the learning situation in case of indolence made by them. As the impact, there were only several students paid attention and followed the instruction as well practiced to speak in English responsively. At the last meeting, students appropriately wanted to improve their ability to follow the instruction through STT (snowball throwing technique). The paper balls that they were using was quietly fun and made them excited. Unfortunately, due to their excitement, the class was sometime uncontrolled. They started screaming and made their voices louder to each other. To handle the situation, the teachers considered to give punishment to the students who followed the classroom noisy. In addition, the documentation pictured that students' seemed very happy and made fun during the study. They felt that speaking through catching the paper balls were engaged them to start speaking properly in English. Their enthusiasm was also seemed positive. At the end of the meeting, the researchers found approximately 14 students who could be responsively and correctly in speaking, while the rest ones were still in the same situation. At this time, there were 4 students who absent, and 1 student missed the class.

In cycle 2, however, the findings appeared to have an improvement meeting by

meeting. The students showed a good result in their speaking like they could speak properly in one part of speaking such as having a correct grammar in answering the questions or stimulating a good pronunciation even though they were not really fluent. By using the small balls in every meeting, STT appeared to be a fun game while delivering a material in it. Additionally, it helped students to practice the basic level of their speaking by applying STT (snowball throwing technique). This was of course happened when they tried to speak such as started asking question and answering the following ones. It can be said that STT could be a good step for the beginners like them. Realizing this phenomenon, several students out of 25 were shown a good result. They seemed to be focused on their learning while following snowball throwing technique. Unfortunately, some students confronted problems. They missed the class so they lost some parts of STT that they should engaged with. Besides that, the researchers often faced difficulties in controlling the classroom. In this case, the noisy was created when they started throwing the small balls to each group. Seeking for the better situation, a punishment was delivered such as giving and having them memorized some of new vocabularies order to make them fun without making noisy. At final meeting of cycle 2, most of them had in return actively to participate in speaking English properly.

Based on the findings and discussion, the researchers concluded that improving students speaking skill through snowball throwing technique (STT) was successful with applying classroom action research in two cycles. From the findings, it can be said that this research confirms the theory of Nurmalasari and Apsari (2019) where positivity and good atmosphere as well as students' participation are improved. Correspondingly, a theory of Suprijono (2010) also can be indicated as powerful as the reflection of this research findings. It requires students to become more active and enjoyable. Moreover, STT can be said as a technique that suitable to apply to different levels of students. For instance, a study revealed from (Kusumaningrum, Setyawati, Sutopo, Ratih, Badri, Tawandorloh, 2020), informing that STT is qualified for elementary students particularly in the first grade. Their research pictured to show the readers that STT also developed their psychomotor movement as well as the first grade students' vocabularies. Susanty (2016) also tried to fix STT into high school students. Her research was finally performed that STT can be used by high school teachers in teaching English speaking skill.

## **Conclusion**

According to the findings and discussion of this research, the conclusion is concluded as follows:

1. Through the data of cycle 1 and 2, it helped to improve students' speaking skill quantitatively. It can be shown from the percentage of students' improvement when taking the pre-test. It was 16 % that referred by 4 pupils who passed the standard score (minimum score). Of this stage, in post-test cycle 1, the percentage of students' improvement was 52% stated by 13 of 25 students who passed the standard score. However, in post-test cycle 2, the results showed that the percentage of students' improvement increased to 100% with 25 students who passed the standard score. Furthermore, the calculation of mean score at previous moment before treating STT (pre-test) was 39.84, and after the cycles which 61.28 in cycle 1 and 72.16 in post-test cycle 2. As a result, the following indication from the cycles proved that the students' improvement became better after following the tests. From the calculation, it can be indicated that the snowball throwing technique (STT) was effective to improve students' speaking skill such as having a good pronunciation and grammar.
2. The implementation of STT (snowball throwing technique) toward the students improved their English speaking skill by directly doing and practicing it. According to the observation in the first cycle, it revealed that students could not carry out the technique properly and some students were not good in speaking such as having bad grammar and pronunciation. In the second cycle, however, it showed that the students were going better by carrying out the following technique. At the same time, the students had a fun atmosphere in following the class. The students could not feel any doubt or afraid with English language like they used to feel anymore. It was due to do like a game in learning activity. The students could also participate with the lesson by a simple way such as throwing the balls to each other and finally be able in answering the questions. Based on the indication of the results, it can be said that there was an improvement of students' speaking skill through snowball throwing technique (STT) of the 7<sup>th</sup> grade at SMP N 1 Kotabunan East Bolang Mongondow.

Throughout the results of this research, several suggestions could be employed to:

1. The teachers

Speaking skill is known one of the macro skills of English that students have to be understood. According to the observation, the students seemed afraid when the researcher ordered them to speak in English or asking a question by using



English caused they did not know how to answer or speak English. Thus, STT (snowball throwing technique) is suggested. It could be a recommendation for teachers to enhance their teaching techniques in speaking class in order to increase students' excitement in learning English.

2. The future researchers

This research is suggested for other researchers who will concentrate in exploring English speaking technique to students who lived away from the development city in particular. The theories also can be a reference to enlarge to the next researchers. The researchers hope that this research will be useful toward English language teaching especially improving English speaking skill for the next generations.

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