



# Snowball Throwing Learning Model On Learning Activeness Students In Language Subjects English In Class VII C SMP Negeri 5 Palopo

Anil<sup>1</sup>, Jusriati<sup>2</sup>, Husnani Aliah<sup>3</sup>

\*Corresponding Author: Husnani Aliah ([husnani@umpalopo.ac.id](mailto:husnani@umpalopo.ac.id))  
[firna824@gmail.com](mailto:firna824@gmail.com), [Jusriati@umpalopo.ac.id](mailto:Jusriati@umpalopo.ac.id), [husnani@umpalopo.ac.id](mailto:husnani@umpalopo.ac.id),

<sup>1-3</sup>Universitas Muhammadiyah Palopo

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## Abstract

The goal to be achieved in this research is to find out the effectiveness of the snowball throwing learning model for the learning activities of class VII C students of SMPN 05 Palopo. This research used pre-experimental research, namely the type of One-Group Pretest-Posttest Design. In this research, the researchers did the research for 6 meetings. With this research, the results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment (treatment) and after being given treatment. Based on the results of the research, the use of the snowball throw learning method is effectively used to support students' active learning in the classroom. The application of the learning method of throwing snowballs in class VII C of SMPN 05 Palopo in the English subject has increased rapidly. This research was conducted in 2 (two) stages, namely pretest and posttest. The pretest was carried out before applying the snowball throw learning method to see students' interaction skills in class, and the results of class VII C's pretest were in the less active category. While the posttest or the application of the snowball throwing learning method in the teaching and learning process, the posttest results are in the very good category.

**Keywords:** 1; Learning Activeness 2; Learning Model 3; Snowball Throwing.

## Introduction

English is one of the favorite subjects in several schools, but some students also don't like this subject because of the situation in the classroom. In Indonesia English is a foreign language, where it is a common problem that occurs because students are not responsive when the teacher gives more explanations or avoids instructions from their teacher (Nur Khaliza 2021)

There are a few way to make students interested in participating in learning by using appropriate learning methods. According to (sagala 2010) learning methods is a process in which a person's environment is deliberately managed to allow him to participate in certain behaviors under special conditions or produce responses to certain situations, learning is a special subset of education. Based on the statement above, the researchers found learning

methods that are considered relevant to make students interested in participating in learning English. The learning method is snowball throwing.

The Snowball learning model Throwing is a learning model that begins with formation group represented by the group leader to get assignments from the teacher then each student makes a question that is formed like a ball (question paper) then thrown to other students each student answer questions from the balls obtained. Model Steps Cooperative Learning Type S nowball Thowing according to Kurniasih & Sani (2015) is as follows:(a). The teacher conveys the material that will be delivered in just a few minutes. (b). After that, they were told to form groups and call each group to give an explanation of the material. (c). each group leader returned to their respective groups, then explained the material presented by the teacher to their group members. (d). Then each student is given a worksheet to write questions related to the material discussed explained by the group leader. (e). Then the paper is made into a ball and thrown from one student to another for about 5 (five) minutes. (f). After the students got one ball or one question, they are given the opportunity to take turns answering the questions written on the ball-shaped paper. (g.) After everyone has had their turn, the teacher concludes the day's material and evaluates it if needed, and then closes the lesson.

Sudjana & Rivai (in Arsyad, 2014: 28) stated the benefits of the model learning in the student learning process, namely: (a). Learning will attract students' attention more so that it can foster learning motivation; (b). learning materials will have a clearer meaning so that students can understand them better and enable them to master and achieve learning objectives; (c). The teaching methods will be more varied, not merely verbal communication through the narration of words by the teacher, so that students don't get bored and the teacher doesn't run out of steam, especially if the teacher teaches at every hour of class; (d). Students can do more learning activities because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, and acting out.

Student active participation is very influential in the process of thinking, emotional, and social development. Several efforts can be made by the teacher in developing student learning activeness in subjects by increasing student interest, arousing student motivation, and using media in learning.

## **Method**

This research used pre-experimental research, namely the type of One-Group Pretest-Posttest Design. In this research, the researchers did the research for 6 meetings. With this research, the results of the treatment can be known more accurately, because it can be compared with the conditions before being given treatment (treatment) and after being given treatment. The population in this study were all class VII C students of SMP Negeri 05 Palopo. The sample is part of the population that is expected to represent the population. In this study, the sample consisted of the entire class VII C population of SMPN 05 Palopo. This study used student activity observation sheets to determine the level of student learning activity between not using the snowball throwing learning method and when using the snowball throwing learning method. This can be seen on the first day where the teaching and learning process was carried out using the usual method and on the following day the teaching and learning process was carried out using the snowball throwing method.

In implementation, the researcher made planning, treatment, evaluating and reflecting in every meeting. To obtained the data, the researcher used test, which is pre-test and post-test. To analyze the data obtained from the research results will be used descriptive and inferential statistical analysis. The data collected was in the form of initial test results and results of observations of student activity during the course of the lesson to assess how

well the snowball throwing learning model influences the increase in student learning activity. To calculating the data score, the researcher analyzed the data with using SPSS V.22 from windows.

## Results

### *Observation Results of Student Activity (pretest)*

The results of class action research concluded that active learning with the snowball throwing model can be increase student learning activity. The following is the result of observing student activities before using the snowball throwing method (pretest):

*Table 1. Observation results of student activity (pretest)*

No	Student	Aspect					Number of Points	Qualification
		A	B	C	D	E		
1	Student 1	2	1	2	1	1	7	Less active
2	Student 2	1	1	1	2	1	6	Less active
3	Student 3	2	2	1	1	2	8	Less active
4	Student 4	1	1	2	1	1	6	Less active
5	Student 5	2	1	2	2	2	9	Moderately Active
6	Student 6	1	1	1	2	1	6	Less active
7	Student 7	1	1	1	1	1	5	Less active
8	Student 8	1	2	1	1	2	7	Less active
9	Student 9	2	2	1	1	1	7	Less active
10	Student 10	1	1	2	2	1	7	Less active
11	Student 11	1	1	2	1	1	6	Less active
12	Student 12	2	1	1	1	2	7	Less active
13	Student 13	1	2	2	1	1	7	Less active
14	Student 14	2	1	1	1	2	7	Less active
15	Student 15	2	1	1	1	2	7	Less active
16	Student 16	2	1	2	1	1	7	Less active
17	Student 17	1	1	2	1	2	7	Less active
18	Student 18	3	1	1	2	2	9	Moderately Active
19	Student 19	2	1	1	1	2	7	Less active
20	Student 20	1	1	1	1	2	6	Less active
<b>Average</b>							<b>7</b>	<b>Less active</b>

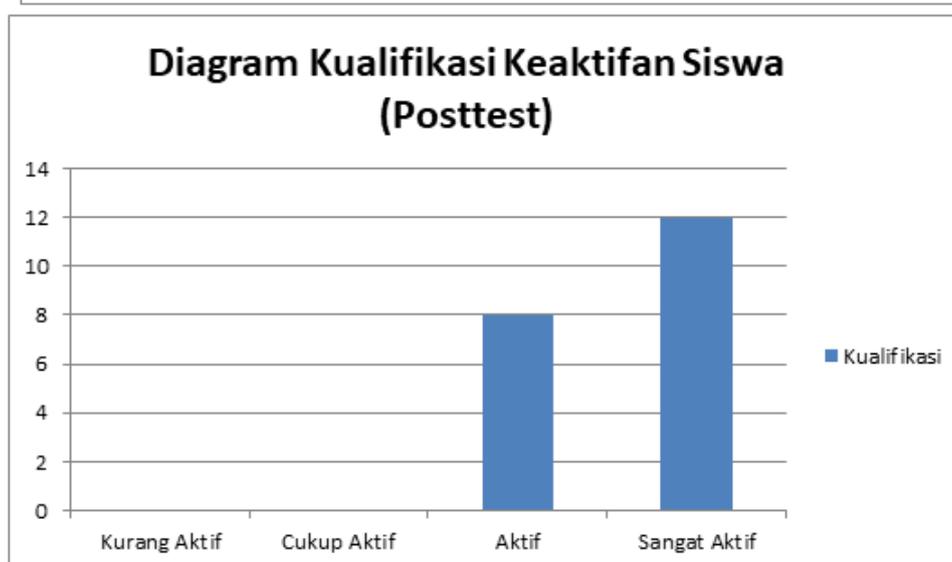
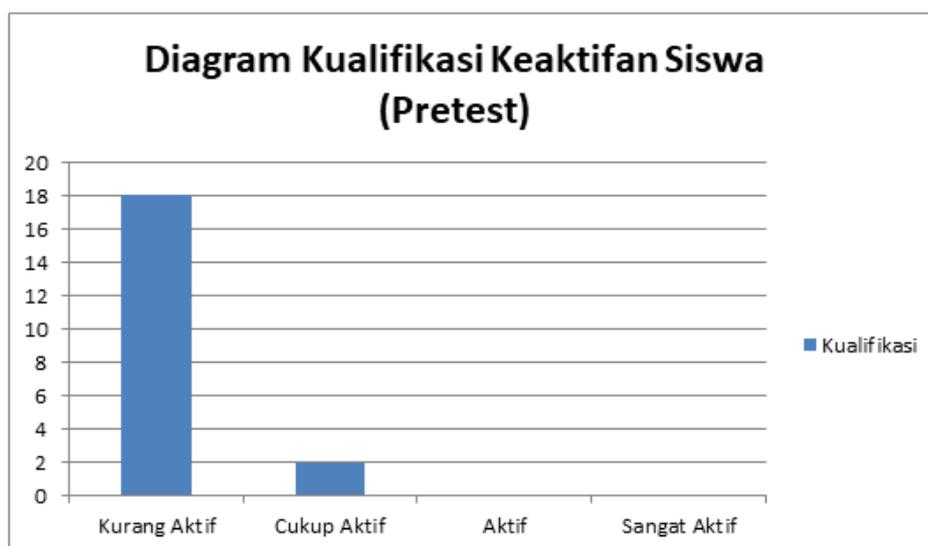
Based on the observation table of student activity above, it can be concluded that student learning outcomes before using the snowball throwing (pretest) learning method with a total of 20 students, there were 2 students who had active qualifications while 18 other students were in less active qualifications, in the sense, on average -The average number of points for class VII C students at the pretest stage is 7. If seen from the table of indicators for assessing student activity above, points 5-8 with a percentage of 25% - 43% fall into the less active qualification.

Based on the results of observations during the pretest, there were several obstacles found by researchers, namely many students who did not pay attention to the teacher when explaining the material, the lack of student communication in the class related to the material being explained, such as hesitation to answer when there were questions from the teacher, and not asking the teacher when there were questions. something that is not understood. So to increase the activeness of student learning in order to achieve the desired qualifications, a posttest is carried out by applying the snowball throwing learning model. Following are the results of observations of student activity after the posttest:

*Table 2. Observation results of student activity (posttest)*

No	Student's name	Aspect					Number of Points	Qualification
		A	B	C	D	E		
1	Student 1	3	2	3	3	3	14	Active
2	Student 2	2	2	3	3	3	13	Active
3	Student 3	4	3	3	3	4	17	Very active
4	Student 4	3	2	3	3	3	14	Active
5	Student 5	4	3	4	4	4	19	Very active
6	Student 6	3	3	3	4	4	17	Very active
7	Student 7	3	2	3	3	3	14	Active
8	Student 8	3	3	4	3	3	16	Active
9	Student 9	4	3	4	4	4	19	Very active
10	Student 10	3	3	4	4	3	17	Very active
11	Student 11	4	3	4	3	4	18	Very active
12	Student 12	4	2	4	4	3	17	Very active
13	Student 13	3	3	3	3	3	15	Active
14	Student 14	4	3	3	4	4	18	Very active
15	Student 15	4	3	3	3	4	17	Very active
16	Student 16	4	3	4	4	4	19	Very active
17	Student 17	3	3	4	3	4	17	Very active
18	Student 18	4	3	4	4	4	19	Very active
19	Student 19	3	3	3	3	4	16	Active
20	Student 20	3	2	3	3	3	14	Active
<b>Average</b>							<b>17</b>	<b>Very active</b>

From the results of the posttest above, it can be seen that there was a significant increase after the snowball throwing learning model was applied, as many as 8 students with active qualifications, and 12 students with very active qualifications. Based on these data, the average number of points for class VII C students was 17. It can be seen from the table of indicators for assessing student activity above 17-20 points with a percentage of 82% - 100% included in the very active qualification. The following is a comparison of the qualification diagram for student activity during the pretest and posttest:



Based on the two diagrams above, it can be seen that in the pretest diagram, out of 20 students in the class there are 2 students with quite active qualifications while the other 18 students are in less active qualifications. In the sense that class VII C students are categorized as less active during learning. Then in the posttest diagram, after applying the snowball throwing learning model the qualifications for class VII C students' activeness increased drastically, there were 8 students with active qualifications and 12 other students who were in very active qualifications. So it can be concluded that the snowball throwing learning model is very influential on the active learning of class VII C students.

### Discussion

The active learning that students have is a driving force that they have in themselves so that they have a strong desire to follow the desired learning process. (Hardiani & Cahyani, 2018). One of the efforts to encourage the researcher is to apply the snowball throwing learning model to increase student activity in the classroom.

Nurrahmadani (2020) in her research suggests that the snowball throwing learning model is a learning model that begins with the formation of a group represented by the

group leader to get an assignment from the teacher and then each student makes a question shaped like a ball (question paper) and then gives it to another student each student is required to answer the questions obtained.

Thus, snowball throwing in relation to education is considered appropriate to encourage students to be more active in class, because in practice this method increases discussions such as speaking and expressing opinions not only based on their knowledge but based on existing facts and data so that learning becomes more interesting and students are more enthusiastic during learning takes place. This method too.

The above is proven in the results obtained after using the snowball throwing method. Class VII C pretest results with 20 students obtained an average of 7 points from 5 indicators, which, if seen from the table of indicators for assessing student activity, points 5-8 with a percentage of 25% - 43% fall into the less active qualification. Then it increased drastically in the posttest results where the average obtained was 17 points out of 5 indicators, when seen from the table of indicators for assessing student activity, points 17-20 with a percentage of 82% - 100% were included in the very active qualification.

## Conclusion

Based on the results of the research, the use of the snowball throw learning method is effectively used to support students' active learning in the classroom. The application of the learning method of throwing snowballs in class VII C of SMPN 05 Palopo in the English subject has increased rapidly. This research was conducted in 2 (two) stages, namely pretest and posttest. The pretest was carried out before applying the snowball throw learning method to see students' interaction skills in class, and the results of class VII C's pretest were in the less active category. While the posttest or the application of the snowball throwing learning method in the teaching and learning process, the posttest results are in the very good category.

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