



The Power Effect of Snowball Throwing on Speaking Skills in Learning English

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Abstract

Speaking skill is a skill that is needed by people, especially in the field of education. It is a fact that people need the speaking skill to express their thoughts and ideas. The snowball throwing method is a unique learning method because it combines comprehension, concentration, and cooperation skills while listening to the music that accompanies the game. This study aims to determine the effect of snowball throwing method on students' speaking ability. The questionnaire consisted of 25 items in three parts; before speaking, during speaking, and after speaking. The sample of this study is the entire population of grade 5 students, which is 56 students at SD Negeri 106 Bengkulu city. The method used in this research is quantitative and the design used in this research is ex post facto with research instruments in the form of questionnaires and observations. The results of this study, based on a significance value of $0.00 < 0.005$, explain that there is an effect of snowball throwing on speaking ability with an R square value of 0.994 which means 99.4% of the effect and shows a strongly agreed category. So, the conclusion is that by creating a quality learning method will produce the desired learning objectives.

Keywords: *Learning English; Power; Snowball throwing; Speaking skill.*

Introduction,

Language is the bridge of communication between human beings which is used every day any time or in any locality as required. In examining certain aims and objectives in communicating both verbally and in writing, Mailani et al states that the main context that speakers have to concern (2022) is whether or not the language is achieved or whether the goal is reached. Using language to express ideas in meetings, humans perform interaction activities with each other to provide and search for information (Ivanisari, 2022). And with the need, are a lot of people enthusiastic about learning and boosting their speaking skills for different needs, specifically in education.

In education the ability to speak has an important role because speaking can add to our insight. According to Tarigan (Afriyanti et al, 2021), Speaking is the ability to articulate which can be in the form of words or sounds in expressing and showing feelings, thoughts or ideas, expressions, and/or desires. According to Molla (2020), speaking skills are an income or outcome communication activity carried out by students based on their thinking and mental development by using language as a process or activity in learning speaking and language. In speaking classroom is teachers provide knowledge and information in terms of teaching students.

In the context of this research, the power that is meant and aimed at is the teacher's power in processing the class to achieve the desired learning goals and educational goals. Teachers have the power to control learning in the classroom because teachers have relational power obtained from the educational, social, and knowledge spheres that they have acquired and then shared with their students (Rachmawati et al, 2022). The power is to control the levels below to follow the levels above but within the realm of educational goals of course.

Speaking skills are skills that not everyone can do cause some factors. According to Moga (2023), a lack of knowledge about parts of speech and limited vocabulary causes them to lack confidence in using English to speak. According to Hasanah & Ashari (2020) learning words from a language which also includes related vocabulary, specified spelling, pronunciation and structure of the words themselves is part of learning language in speaking skills. Teacher's lack of interest in teaching speaking skills so that strategies, methods, or techniques are needed that can stimulate students to speak English, and also the lack of curriculum support in encouraging the development of English in speaking skills (Salim et al, 2020). This lack of habit of speaking to friends using English also causes difficulties in speaking skills and feelings of anxiety and fear if the accent used when speaking English is not appropriate.

To solve this problem, the initiative taken by the teacher was to look for learning methods that could encourage students' enthusiasm and motivation to learn to speak, one of which was throwing snowballs. According to Darusmin et al (Nurmalasari & Yanuarti, 2019), it is interpreted that throwing snowballs is an interesting game modification where students will throw snowballs containing questions and focus their abilities on formulating questions to other friends. Learning using snowball throwing is a learning model that adopts physical games, namely the game of throwing snowballs by hitting other people also called snowball fighting (Yusmi et al, 2021). Snowball throwing is very suitable to be implemented in elementary schools because this game can help improve verbal communication and the movements in this game can also stimulate the development of visual and motor communication (Kustningsih, 2019).

Based on research conducted by previous studies, snowball throwing can improve speaking skills. The first study by Afriyanti et al (2021) there is a significant and appropriate influence, consequence, or effect in the use of the snowball-throwing type cooperative learning model which affects students' learning abilities, especially speaking skills snowball-throwing. The second study by Yusmi et al (2021) snowball throwing is a model of role-playing learning that influences students' speaking skills. The third study by Ivanisari (2022) it turned out to be very useful and helped students improve their speaking skills so it was very effective to use the snowball throwing method. The fourth study by Moga (2023) during the

pretest, the students did not understand the snowball throwing method, but after the posttest was carried out, this showed an increase in students' learning ability in speaking skills.

The novelty of this research is examined the snowball throwing method in learning English, this research focused on a public school with a B accreditation, providing a unique context that has not been explored extensively. Previous studies have not explored the effectiveness of the snowball throwing method in improving speaking skills in under-resourced public schools with B accreditation, where challenges like limited teacher motivation and curriculum support are more pronounced. So, the research question is "How does the snowball throwing method influence the speaking skills in learning English?".

Research Methodology,

This research method is quantitative method. The design used is ex post facto which shows that the cause of an event can experience changes in phenomena, human behavior, and the consequences that occur. According to Sugiyono (2015), ex-post facto research is research that is used to examine or trace back the factors or causes of the event being studied where the event or occurrence has been passed by the respondent (Wahdah & Putri, 2022). According to Ardiansyah et al (2023), a questionnaire also called a questionnaire is one of the instruments used in quantitative research whose contents are in the form of several questions to collect data from respondents. The data was analyzed using a simple regression test with SPSS 26. According to Johnson (2002), regression analysis is a data analysis method used to predict values dependent variable from several independent variables (Afandi et al, 2020).

Characteristics of quantitative research include a structured approach, use of standardized measurement instruments, collection of numerical data, and statistical analysis to validate and test research hypotheses. According to Creswell (2014), Quantitative research also tends to use representative samples and employ controlled research designs (Ardiansyah et al, 2023). Data Collection Techniques in Quantitative Research; (1) A questionnaire is a data collection technique that involves questions that have been prepared systematically. Respondents are asked to provide measurable responses through predetermined answer options or by filling in the blanks. Questionnaires are used to collect data from larger samples in quantitative research (Creswell, 2014). (2) Structured observation involves systematic observation of predetermined variables. Structured observation aims to collect numerical data that can be analyzed statistically (Creswell, 2014; Ardiansyah et al, 2023).

Research Instruments in Quantitative Research; (a) Questionnaires are also used as instruments in quantitative research. This instrument contains a series of questions that are used to collect data from respondents. Questions can be closed questions with predetermined answer choices or open questions that allow respondents to provide free responses (Creswell, 2014). (b) The structured observation checklist is an instrument used in structured observation. This instrument contains predetermined observation items. Researchers use this checklist to record and measure the variables observed during the observation process (Creswell, 2014). (c) Measurement instruments in experiments include tools or methods used to measure the variables involved in the experiment. This instrument can be a measurement scale, electronic device, or other measuring device used to collect the required numerical data (Creswell, 2014). (d) Survey questionnaires are instruments used in survey studies. This instrument contains a series of questions that are sent to respondents to filled.

The data analysis for this research involves using SPSS 26 to perform a simple regression analysis to evaluate the relationship between the independent variable (snowball throwing method) and the dependent variable (students' speaking skills). Descriptive statistics, including mean, standard deviation, and percentages, will summarize general trends from the 25-item questionnaire responses categorized into three stages: before speaking, while speaking, and after speaking. Regression analysis will test the significance and strength of the snowball throwing method's influence on speaking skills, with results evaluated through regression coefficients (R^2) and p-values (significance level). Hypotheses will be tested, where the null hypothesis assumes no significant influence, while the alternative hypothesis assumes a significant effect. Findings will be compared with previous studies, interpreted to highlight the effectiveness of the snowball throwing method, and used to provide actionable recommendations for improving speaking skills in the specific context of grade V students at SD Negeri 106 Bengkulu City.

Findings and Discussion

Findings

Table 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997 ^a	.994	.994	1.351

a. Predictors: (Constant), Snowball Throwing

The model summary shows a very strong correlation ($R = 0.997$) between the snowball throwing method and students' speaking skills, indicating that as the method is applied, speaking skills improve significantly. The R^2 value of 0.994 means that 99.4% of the variation in students' speaking skills is explained by this method, demonstrating its effectiveness, while only 0.6% is influenced by other factors like the learning environment or student motivation. The Adjusted R^2 value of 0.994 confirms the model's consistency and validity for a larger population. Lastly, the Standard Error of Estimate of 1.351 shows that the model's predictions are highly accurate, reinforcing the snowball throwing method as a dominant and reliable factor in enhancing speaking skills.

Table 2

Snowball throwing in speaking

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997 ^a	.994	.994	1.351

The regression analysis shows how the Snowball Throwing method impacts students' speaking skills. The constant (-15.488) indicates that without applying this method, students'

speaking skills are predicted to be very low, though this negative value has no practical meaning. The regression coefficient (1.942) suggests that every additional unit of the method's application increases speaking skills by 1.942 points, showing a strong positive effect. Additionally, the high t-value (67.838) and the very significant p-value (0.000) confirm that this method's influence is statistically significant and not due to chance.

Table 3*Coefficient Snowball throwing in speaking*

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1	(Constant)	-15.488	3.200	-4.840	.000
	Snowball Throwing	1.942	.029	.997	67.838

Source: Output SPSS 26

The significance test in the regression analysis showed a p-value of 0.000, which is much smaller than the commonly used threshold of 0.05. This means the relationship between the independent variable (the snowball throwing method) and the dependent variable (students' speaking skills) is statistically significant and not due to chance. Therefore, we reject the null hypothesis (H₀), which claims there is no significant effect, and accept the alternative hypothesis (H₁), confirming that the snowball throwing method has a real, positive impact on students' speaking skills.

The regression equation obtained from these results can be written as follows:

$$Y=1.942X-15.488$$

Notes:

- Y is the students' speaking skills.
- X is the application of the Snowball Throwing method.
- -15.488 is a constant (intersection).

From this equation, it is clear that the Snowball Throwing method has a very significant positive effect on improving students' speaking skills. Every time this method is applied, there is an almost linear increase in students' speaking skills of 1.942 points for each unit of method application.

The study found that the snowball throwing method has a very strong impact on improving speaking skills, shown by an R value of 0.997. In regression analysis, the R value indicates the strength of the relationship between two variables, with values closer to 1 representing a stronger connection. Here, the 0.997 R value suggests that when the snowball throwing method is used more effectively, students' speaking skills improve significantly. The significance test further supports this with a value of 0.000, which is less than 0.05. This confirms that the method has a meaningful positive influence, meaning that better or more frequent use of this technique leads to higher speaking skill levels.

These findings highlight the importance of the snowball throwing method for educators aiming to enhance students' speaking abilities. This approach promotes active participation and collaboration, making the learning environment more interactive and dynamic. With such strong evidence of its effectiveness, teachers can adopt this method to boost students' confidence and help them develop their public speaking skills more quickly and effectively. Although the results of this study are very positive, there are several limitations that need to be considered. First, because the design of this study used the Ex Post Facto method, the researcher did not have full control over other variables that might affect students' speaking skills, such as individual motivation, learning environment, or previous speaking experience. In addition, this study may be limited to a specific context or sample. Therefore, these results need to be further tested in various different learning contexts to see whether the Snowball Throwing method remains effective in improving speaking skills in different groups or populations.

Discussion

This research has something in common are very effective and influential in improving students' speaking abilities in particular. Speaking is the production of speech in daily activities in the form of face-to-face dialogue, thereby creating good verbal communication relationships to converse with other people (Thornbury, 2005). Miranda & Achmad (2023) with conditions that force students to continue speaking in English, can improve their speaking skills. As we know, in balancing the development of language and communication in this modern era, speaking is one aspect that needs to be considered in expressing ideas, especially the use of English. So, in honing speaking skills, we are trained to use methods that encourage students to speak starting from short and simple words in everyday life. Humans cannot be separated from speaking because this is a way to communicate and express ideas with people in the world so speaking becomes a productive skill that cannot be separated from listening because pronunciation can encourage students to learn English (Dalimunthe & Rofiq, 2022). By using snowball throwing, students have the opportunity to convey their thoughts and ideas starting from questions related to the learning topic.

Snowball throwing is a fun teaching method and has a big impact on students' speaking skills. According to Yampap & Deril (2022), snowball throwing has advantages that all involve and student participation in learning is as follows:

1. Train students' readiness to receive lessons
2. To be able to share knowledge between one student and another other
3. In this method there is an element of play, namely throwing questions at each other between one student and another
4. Attract students' attention regarding the material being studied.

To improve students' speaking skills, teachers must be creative in using teaching methods that attract and motivate students. Choosing an adequate learning method will be able to achieve the desired learning objectives. Teaching speaking is difficult because the aim of teaching speaking is so that someone has oral skills and can improve them so that when asked to speak in public, he is ready and able to express his thoughts, ideas, and opinions. Improving the quality of learning and teaching will also be key to achieving the educational goals you want to achieve. Based on many references regarding snowball throwing, it is felt

that it could be the right choice for English teachers in teaching, especially young learners. Learning using games will certainly be attractive to young learners. According to Ziraluo et al (2023), throwing snowballs is a mediator in learning because it can support and increase the success of students' discussion activities in the classroom. With discussions between students, students will automatically be involved in talking. Mulyana (2005) explains snowball throwing as cooperative learning where behavior or attitudes help with the cooperation of each other in a group with a regular cooperation structure (Manik et al, 2022). Snowball throwing is a unique game because it can also be modified with music or songs of course in English so that students won't get bored and will remember the vocabulary they get from the song being played. At first, the teacher will ask all students to stand by giving a little distance and the teacher will prepare a snowball containing questions and then give instructions that students are required to throw the ball to other friends regularly while listening to the music being played. When the teacher turns off the music, the student holding the ball gets a punishment, namely answering the question on the ball. So, this game will stimulate children's focus, and verbal and motor skill.

The snowball throwing technique is an effective method for enhancing speaking skills in English language acquisition. The snowball throwing technique requires students to formulate and respond to questions by constructing and tossing paper "snowballs" (Nurmalasari & Apsari, 2019). This active learning method offers multiple advantages for enhancing speaking abilities:

1. Enhances student participation and engagement in the learning process. The snowball throwing activity promotes student engagement through the formulation of questions and peer responses.
2. Enhances critical thinking and problem-solving abilities. Critical thinking is essential for students to formulate meaningful questions and deliver suitable answers, thereby enhancing their speaking skills.
3. Improves communication and collaboration abilities. The interactive aspect of the snowball throwing activity facilitates effective communication and collaboration among students.
4. Enhances the learning environment by making it more enjoyable and interactive. The game-like aspect of the snowball throwing technique enhances student engagement and enjoyment during the learning process.
5. Enhances vocabulary and grammatical understanding (Apsari, 2018). Formulating questions and providing answers facilitates vocabulary expansion and enhances grammatical comprehension among students.
6. Enhances student confidence and encourages verbal participation. The snowball throwing technique creates a supportive and low-stress environment for students to enhance their speaking skills.

In learning carried out in the world of education, especially language class activities, it is the teacher's way of delivering learning material to students, such as checking students' understanding, giving instructions or assignments, and explaining everything that happens in class which is then developed and modified to achieve an educational goal. Examples of speaking activities that students usually carry out include group or individual presentations, presentations or demonstrations of their work, and questions and answers with teachers or

fellow friends. In writing assignments, students will be asked to explain, describe, and convey the results of their thoughts in written form. Likewise, students provide and obtain knowledge and information when they exchange ideas, opinions, perceptions, thoughts, expressions, and experiences through speaking activities both with fellow students and teachers.

Students can improve their speaking skills in various activities, such as learning. Students will be asked to provide, respond, suggest, and solve problems related to learning material which aims to stimulate students' creativity and higher thinking skills. The importance of power for a teacher is that the teacher can guide, direct, and show the flow and goals of education through good morals in general, such as having a broad insight into knowledge, thinking creatively in learning, higher thinking skills in aspects of scientific discipline, having ethics and morals. Who is good towards all existing groups and of course can direct his religious devotion to the beliefs he believes in. Even though teachers have the power to control the class, students are also not prohibited from expressing and expressing their thoughts and ideas, it's just that the teacher still has the main power to direct them so that they don't get off the path of goodness because teachers have a higher level of education and social relations to obtain a source of knowledge.

Conclusion and Suggestion

From the results of this regression analysis, it can be concluded that the application of the snowball throwing method has a very strong and significant influence on students' speaking skills. The correlation coefficient value of R of 0.997 indicates an almost perfect relationship between the two variables, while the R^2 value of 0.994 indicates that most of the variation in speaking skills is explained by the application of this method. With a significance value of 0.000, these results provide empirical evidence that the snowball throwing method is effective in improving students' speaking skills.

The implication of this study is that teachers and educators can rely on the snowball throwing method as an effective strategy in teaching speaking skills, because the results of the study show that this method significantly improves students' speaking skills. The application of this method that involves active interaction and collaboration between students allows them to be more confident and actively involved in the speaking learning process, which in turn strengthens learning outcomes in terms of speaking skills. In the context of education, it is important for teachers to consider interactive learning methods such as snowball throwing, which have been shown to have a significant impact on productive skills, such as speaking skills.

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