

## **Improvement of Activeness and Learning Outcomes of English Speaking through the Snowball Throwing Learning Model**

Nur Laila Molla  
English Language Education, Faculty of Teacher Training and Education  
Universitas Pancasakti Tegal  
mollacourse@gmail.com

### **ABSTRACT**

*This research focused on the aspect of speaking skills of the students of Molla Course Tegal where the students' English speaking ability was still quite low. Implementation of Snowball Throwing cooperative learning model was conducted using the Classroom Action Research (CAR). The research subjects were 22 students. The indicator of success was Minimum Completeness Criteria (KKM) that was 75. Standard percentage of classical completeness was 80%. In pre-cycle, the result of activeness observation was 22.15% with low criteria. In the first cycle, percentage of activeness increased 39.21%, so that percentage of activeness became 61.36% with high criteria. In the second cycle, activeness increased by 35.79% to 97.15% with very high criteria. The increase in student learning outcomes shows that in cycle I, from 22 students there were 16 students or 72.72% of students who have reached completeness score, while 6 students or 27.27% have not yet achieved completeness. The average score in the first cycle was 76.39. In cycle II, the deficiencies were corrected; 22 students (100%) obtained complete learning outcomes with average score of 90.02. Results of the study prove that Snowball Throwing Model increases learning activeness and English speaking skills.*

**Keywords:** *Activeness, Learning Outcomes, Speaking, English, Snowball Throwing.*

### **INTRODUCTION**

The ability to speak English is one of the language learning processes in Language Schools because by learning speaking, students can communicate inside and outside the classroom according to their mental development. The purpose of learning to speak is to train students to speak good and correct English. To gain speaking skills in learning English, students must master the standard of competence to express thoughts, opinions, feelings, facts, orally by responding to a problem, telling observations, or interviewing and basic competence in responding to a problem or event and providing suggestions for solving it by paying attention to word choice and politeness language. Students must be able to speak English for the minimum standard of study completeness. To achieve this goal, the teacher

can use reading or writing learning materials, vocabulary, and literature as speaking learning materials. For example, telling a memorable experience using photos (Hidayat et.al, 2019), retelling a story that has been heard (Sulistianingsih 2017; Sulistianingsih et.al 2018), or delivering comments and comments on factual issues seen, heard, and read .

Teachers play very important role in classroom activity related to students' successful especially in mastering speaking skill. Taufiqulloh et.al (2018) say that the teacher and environment have a great influence on student's motivation in learning English. Moreover, Harmer (2004) stated that getting students to speak or to use the language they are learning is a vital part of a teacher's job. Students are the people who need the practice, not the teacher. From this statement, it can be inferred that if a teacher aims to develop the ability of students to speak English, teachers have to maximize the time and opportunities for the students to speak much more than she does. By doing so, it is assumed that the students will be able to develop their speaking skills.

Based on the results of preliminary observation in the classroom, there are several problems in learning English in the aspect of speaking skills of Molla Course students. These problems include the students' speaking ability which is still quite low. This low ability can be seen when students are assigned to speak in front of the class. Students still tend to be shy, speak not fluently, lack the courage to speak, their voice is low that cannot be heard by their friends, and the intonation is not quite right. Also, students are only asked to come in front of the class to comment on an issue, and students tend to be passive. There is no feedback to students.

When learning takes place, it is very rare for students to be active in learning. They don't even dare to talk, express their opinions, ideas, ask questions, and answer. Also, the researcher saw that students were less focused on learning and students often chatted during learning. Students only "demand" to act as learning objects. The role of students is no more than loyal listeners. In other words, learning occurs more toward teacher-oriented. The causes of speaking learning problems at Molla Course Tegal are also influenced by low student motivation, less varied learning methods, and the minimal use of teaching aids. Ironically again, this can affect students' learning outcomes.

To achieve maximum outcomes in learning, it is necessary to design a learning implementation process that can provide fun and pleasure for both students and educators, because in educational practice it is necessary to take into account emotional needs in the form of satisfaction, pleasure, and joy. If the material is delivered using a method or learning model that is often used or monotonous, it certainly makes students feel bored and they also get bored with listening to the teacher in delivering the material, and then the students will find it difficult to accept the lessons.

One of the learning models developed to improve the quality of learning speaking skills in English subject is by using the cooperative learning model. The Cooperative Learning model is a learning model that can enable learning activities cheerfully, interact with each other actively, and effectively (Sulistianingsih 2018). With cooperative learning, it is hoped that students can learn more intensively so that they will master the subject matter easily. Basically, students find it easier to understand the explanation from their peers than the teacher's explanation because their level of knowledge and thinking is more in line and equal. Through establishing cooperation poor students can take advantage from their good achievement students and vice versa the good one will feel content through helping the poor ones (Sulistianingsih 2018).

One of the learning models used is the Snowball Throwing cooperative learning type. According to Meilinda (2018) the Snowball Throwing learning method is also called the Snowball Rolling learning method. Throwing questions is done by using paper containing questions that are crumpled into a ball of paper and then thrown at other students. The student who gets the paper ball then opens and answers the question. The explanation of the material by the group leader, the writing of questions on paper, and discussion of answers by the recipient group encourages students to actively speak in English. Of course, because from the start it has been explained by the teacher that students are obliged to speak using English during the learning process.

Student learning activeness can be seen based on student activeness indicators such as participating in carrying out their learning tasks, engaging in problem-solving, asking other students or teachers if they do not understand the problems they face, trying to find various information needed for problem-solving, carrying out group discussions by the teacher's

instructions, assessing his abilities and the results he gets, training himself in solving problems or similar problems, and the opportunity to use or apply what he has obtained in completing the task or problem he faces (Sulistianingsih 2018). By being more active, students are expected to improve student learning outcomes in the aspect of speaking skills in English subject.

Based on the above elaboration, this research was conducted to find out the students' learning activeness and learning outcomes related to their English speaking skills by implementing Snowball Throwing learning model.

## **LITERATURE REVIEW**

### **Learning Activeness**

According to Pane and Darwis Dasopang (2017) learning is essentially a process, that is the process of regulating, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process. The role of the teacher as a guide starts from the many problematic students. In learning, of course, there are many differences, such as there are students who are able to digest the subject matter, there are also students who have to struggle more. These two differences cause the teacher to be able to set strategies in learning according to the circumstances of each student. Therefore, the essence of learning is "change".

According to the Law of the Republic of Indonesia Number 20 of 2003 about the National Education System, learning is a process of interaction between educators and students and learning resources that take place in a learning environment. Nationally, learning is seen as an interaction process that involves the main components, namely students, educators, and learning resources that take place in a learning environment. So, what is said to be the learning process is a system that involves a single component that is interrelated and interacts with each other for achieving an expected result optimally in accordance with the objectives that have been set.

In teaching and learning activities, students are the subject and objects of educational activities. Therefore, the meaning of the teaching process is the learning activities of students

in achieving a teaching goal. Teaching objectives will be achieved if students actively try to achieve them. The activeness of students is not only required from a physical perspective, but also from a psychological perspective. If only physically active and mentally inactive, the goal of learning has not been achieved. This is tantamount to students not learning, because students do not feel changes in themselves. Learning is essentially a "change" that occurs in a person after learning activities (Djamarah and Zain 2006).

Learning activeness is not only physical activity but also a spiritual activity. According to Sriyono (1992) the physical and spiritual activities of students in teaching and learning activities are as follows:

- a. Sensory activeness; hearing, sight, touch, and so on. Students must be stimulated to use their sensory organs as best as possible. Dictating and teaching them to write throughout class would be tedious. Likewise by explaining on and on without writing anything on the board. So the change from reading to writing, writing to explaining and the competition will be more interesting and fun.
- b. Reasonableness; intellect students must be active or activated to solve problems, weigh, formulate opinions, and make decisions.
- c. Memory activeness; during the teaching and learning process students must actively accept the lesson material delivered by the teacher, and store it in the brain. Then at some point, he was ready and able to restate it.
- d. Emotional activeness in this case students should always try to love the lesson because loving the lesson will increase the learning outcomes of the students themselves.

Actually, all the teaching and learning processes of students contain elements of activeness, but between students, one another are not the same. Therefore, students must actively participate physically and mentally in teaching and learning activities. The activeness of students in the learning process is an effort of students to gain a learning experience, in which the active learning of students can be pursued by group learning activities as well as learning individually.

Activeness of students in learning speaking comes out variously. It depends on students' behavior. Snowball Throwing learning model stimulates activeness of speaking English. Group members also play important role who lead to activeness in speaking activity.

They join together to make and answer the questions. This situation leads both group and individual activeness in general performance.

### **Learning Outcomes**

The development of learning in speaking is a communicative approach. As stated by Larsen-Freeman (2000) Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. They further explained that students use the language a great deal through communicative activities such as games, role plays, and problem solving tasks. So, the form of learning English that is applied in the classroom can be in various forms, including games. Snowball Throwing is a model of language learning, especially English, which is communicative.

One of the communicative learning models in the end is to generate interest in learning languages from within the students themselves. So that the application of the communicative model learning method is very reasonable. A good language learners are willing and accurate guessers who have a strong desire to communicate, and will attempt to do so even at the risk of appearing foolish (Rubin 1975). According to Saminanto (2018), learning is not only about the intellectual field but about the entire child's personality. Change in behavior due to drunkenness is not the result of learning. Others argue that learning is a form of growth and development in a person which is expressed in new ways of behaving thanks to experience and practice. A person is said to learn if it is assumed that a person experiences a process of learning activities that results in a behavior change. It was also explained that learning is an activity in which a person produces or makes a change in the behavior that is in him or her in knowledge, attitudes, and skills, of course, this behavior is positive behavior which means looking for perfection of life.

Further, Saminanto (2018) states that learning itself consists of various types, namely: (1) memorizing in lessons without understanding the meaning, for example, mathematical formulas; obtains simple senses, such as the fact that four plus five all add up to nine; (3) discover and understand relationships that require logical and truly psychological responses. Understanding some of the concepts stated above, it can be concluded that learning is a

physical activity that will change a person's behavior which is obtained from the results of positive experiences and training.

Learning outcomes are basically the results achieved to master material and knowledge which is an activity that leads to the formation of a complete personality. Through learning, better results can be obtained. This is in line with what Suhardiman (2012) states that learning is changing behavior. Learning will help make a change in the individual who learns. These changes are not only associated with changes in knowledge, but also in the form of conversations, skills, attitudes, understanding, self-esteem, interests, character, and self-adjustment. Learning concerns all aspects of the organism and one's personal behavior. Learning achievement is essentially the result of learning as a series of body and soul.

### **Speaking As a Language Skill**

Language skills consist of four aspects, namely listening, speaking, reading, and writing. Students must master these four aspects to be skilled in the language. Thus, learning language skills in language institutions does not only emphasize theory, but students are required to be able to use language as its function, that is as a means of communication.

Speaking is one aspect of language skills that is productive, which means that a person has the ability to convey ideas, thoughts, or feelings so that the ideas that are in the speaker's mind can be understood by others. Speaking means actively expressing ideas or oral messages through sound symbols so that communication activities occur between the speaker and the speech partner. Everyone is indeed desirous of being able to speak or communicate verbally, but not all of them have the skills to speak properly and correctly. Therefore, speaking lessons should receive attention in teaching language skills.

Bailey and Nunan (2005:2) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. The definition shows that speaking is oral communication that is used to convey meaning.

Speaking is defined as the ability to pronounce articulate sounds or words to express, and convey thoughts, ideas, and feelings (Hidayat, Rofiudin, and Sulistianingsih 2019). It can be said that speaking is a system that can be heard (audible) and seen (visible) that utilizes several muscles of the human body for the purpose and purpose of ideas or ideas that are

combined. Speaking is a human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors.

Every speaking activity carried out by humans always has goals and objectives. According to Nunan (2003) the main purpose of speaking is to communicate. To be able to convey thoughts effectively, the speaker should understand the meaning of everything he wants to combine, he must be able to evaluate the effect of communication on the listener, and he must know the principles that underlie any speaking situation, both in general and individually. The purpose of conversation can usually be divided into five groups, namely entertaining, (2) informing, (3) stimulating, (4) convincing, and 5) moving.

The importance of speaking or storytelling skills in communication was also revealed by Supriyadi (2011) that if someone has good speaking skills, he will get social and professional benefits. Social benefits are related to social interaction activities between individuals. Meanwhile, the professional advantage is gained in using language to make questions, convey facts and knowledge explain and describe. These oral language skills make it easier for students to communicate and express ideas or ideas to others.

### **Snowball Throwing Learning Model**

Snowball Throwing is a cooperative learning model. This learning model can be used to provide students with concepts of understanding difficult material. The Snowball Throwing model is also used to determine the extent of students' knowledge and abilities in mastering the material.

In the Snowball Throwing learning model, students are formed into several groups. A group leader is chosen as the one who will represent to receive assignments from the teacher. Each student makes a question shaped like a ball (question paper) then throws it at the other students, then the students answer the questions from the balls they get. Snowball Throwing trains students to be more responsive to receiving messages from others, and conveying these messages to their friends in a group. Throwing questions is done using paper containing questions which are crumpled into a ball of paper and then thrown to the other students. The student who receives the paper ball then opens and answers the question.

This learning model trains students to be more responsive to receiving messages from other students in the form of snowballs made of paper and conveying these messages to their

friends in one group (Saminanto, 2018). According to Huda (2014), the Snowball Throwing learning model, or also known as Snowball Fight, is learning that was first adopted from physical games by throwing snowballs at others. This model is used to provide students with the concept of understanding difficult material and can also be used to determine the extent of students' knowledge and abilities in the material.

In Snowball Throwing learning, students are divided into several groups represented by a group leader to get an assignment from the teacher. Then, each student makes a question on a piece of paper shaped like a ball and then throws it to the other students. The student who gets the paper must answer the question on the paper. Therefore, using the Snowball Throwing learning model can increase students' confidence in expressing opinions. The use of the Snowball Throwing learning model is expected to be a solution and can attract students' attention so that students will be more active in learning and will create a fresher atmosphere and reduce boredom in the classroom. Also, active learning is intended to keep students' attention focused on the learning process (Hartono, 2008: 20).

Student activeness is guided by the teacher in the class implementation. Students are directed to be active in the use of English during the game. The Snowball Throwing learning model is a learning model which in its implementation is supervised by the teacher, students learn in groups and work together to master the subject matter (Purbowo and Hendikawati 2012). Therefore, Snowball Throwing learning model is suitable to implement in this research since this learning model needs high level of student's activeness. It means that level of activeness can be measured precisely and accurately.

## **METHOD**

This research was conducted using a Classroom Action Research (CAR) model. The subjects in this study were students of Molla Course Tegal. The subjects are Survival Level Conversation Program by total number of 22 students. In detail, the implementation procedure according to Kemmis and Taggart (2002) classroom action research can be described as follows:

### **1. Pre Cycle**

In this stage, the researcher did observations about student activeness in receiving lessons as well as the low activeness and learning outcomes of students in the aspect of speaking skills. Then, an action plan was determined and formulated, namely developing learning strategies by compiling learning scenarios.

## **2. Cycle I**

Learning English in the aspect of speaking skills in cycle 1 is carried out in two meetings with the following steps:

### **a. Planning**

Planning activities include problem identification, problem formulation, and problem cause analysis, and development of interventions. In this stage, the researcher explains what, why, where, by whom, and how the action is carried out. The planning actions that the researchers took included planning the identification of problems faced by teachers and students during the learning process, planning for the preparation of learning devices, planning for the preparation of data recording devices, and planning for the implementation of Snowball Throwing cooperative learning model.

### **b. Implementation (Acting)**

The research was carried out by researchers to fix the problem. Here, the practical steps of action are clearly outlined. Implementation is the application of the contents of the design, which is putting actions in class. Here, the researcher analyzes and reflects on the problems with the initial observation findings and carries out what has been planned in the planning activities.

The learning steps taken in implementing the Snowball Throwing model as stated by Suprijono (2009) are as follows:

1. The teacher delivers the material to be presented, the teacher forms groups and calls each group leader to explain the learning material;
2. Each group leader returns to their respective group, then explains the material delivered by the teacher to a friend;
3. Then each student is given a worksheet to write down any questions regarding the material that has been explained by the group leader, then the paper is made like a ball and thrown from one student to another for about 5 minutes;

4. After each student gets one ball/one question, students are allowed to answer the questions written in the ball-shaped paper in turn;
  5. The observation teacher is taking data to photograph how far the effect of the action has reached the target. The effects of an intervention are continuously monitored reflectively. The activities carried out at this observation stage are data collection, searching for data sources, and data analysis. In this step, the researcher as the actor of the action or as a teacher as well as an observer makes observations of the teaching and learning process which is carried out by herself and students' activities on an ongoing basis. Together with the students, she provides conclusions on the learning materials given;
  6. The teacher provides an evaluation as a material for assessing the students' understanding of the learning material;
  7. The teacher closes the lesson by providing moral messages and assignments at home.
- c. Observing
- Observation is a data collection activity to capture how far the effect of the action has reached the target. The effects of an intervention are continuously monitored reflectively. Activities carried out at this observation stage are data collection, searching for data sources, and data analysis. In this step, the researcher as the actor of the action or as a teacher as well as an observer does observation of the teaching and learning process which is carried out by herself and students' activities on an ongoing basis.
- d. Reflecting
- Reflection is an activity to critically review the changes that have occurred in students, the classroom atmosphere, and teachers. At this stage, the researcher answers the question of why the research was conducted, how to conduct the research, and to what extent the intervention has resulted in significant changes. Here, the researcher analyzes and reflects on the problems and constraints faced in the field. These steps are outlined in a revised plan to take action in cycle II until students' learning outcomes improve.

### 3. Cycle II

The implementation of cycle II is based on the results of reflection in cycle I. The problems that arise in the first cycle are assigned alternative solutions to the problem so that it will not be repeated in the second cycle later. If the results of the reflection in cycle II indicate that the learning achievement indicator has not been achieved, the cycle will be continued, and vice versa if the reflection in cycle II has shown that the learning achievement indicator has been achieved, the cycle will be stopped.

Observation data were analyzed by describing the activeness of students in group learning activities using student activeness observation sheets. Research on student activeness during the learning process can be seen from the scores on the student activeness observation sheet. The percentage of scores on the observation sheet is qualified to measure student activeness in following the learning process.

The calculation of the percentage of student activeness based on the observation sheet for each cycle is done by using the following formula:

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

Description:

P = Percentage of student activeness

F = Number of students doing the observation sheet indicators

A = Total number of students

Indicators:

A Listens and pays attention to the teacher's presentation/explanation

B Take notes on the teacher's explanation

C Responding to questions or orders from the teacher

D Asking questions to the teacher if they encounter problems

E Participate in group discussions

F Expressing opinions in the group

G Work on questions and activeness sheets

H Presenting the results of group work

The results of the observation data are qualified by the following guidelines:

**Table 1** Qualification Percentage of Student activeness

Percentage	Criteria
75% <P< 100%	Very high
50% <P< 75%	High
25% <P< 50%	Moderate
0% <P< 25%	Low

Meanwhile, to determine the success of the actions taken by the teacher in improving the learning outcomes of speaking skills in English subject through the application of the Snowball Throwing learning model, the percentage of the overall score obtained by the students after the action was carried out. To find out the percentage of grades obtained by students was done with the following calculations:

$$P = \frac{\text{The score obtained by students}}{\text{Total score}} \times 100\%$$

The percentage of results obtained are then qualified using the following criteria table:

**Table 2** Percentage of Student Score Table

Percentage (P)	Qualification
80%<P≤100%	Very high
60%<P≤80%	High
40%<P≤60%	Moderate
20%<P≤40%	Low
0%<P≤20%	Very Low

Meanwhile, to find out the classical average calculation of the set of score that the student has obtained, the mean formula can be used (Arikunto, 2010: 264).

$$X = \frac{\Sigma}{N}$$

Description:

X= class average (mean)

Σ= total student score

N = number of students

The indicator of success in this study is by the Minimum Completeness Criteria (KKM) of English subject in Molla Course Tegal, that is 75. The specified percentage standard for classical completeness is 80%.

## RESULTS AND DISCUSSION

The implementation of this classroom action research was carried out in two cycles with each cycle having two meetings. Based on the research data that have been previously described, the following results were obtained.

### Student Learning Activeness

Activeness is the condition of students who are active in learning, physically, mentally, and thoughtfully. Student activeness in learning is one of the criteria that can be used to assess the effectiveness of the learning process. An effective learning process is a learning process that provides learning opportunities by doing independent activities.

In the pre-cycle, the researcher observed the activeness of students in learning speaking skills in English subject. In pre-cycle, the result of activeness observation was 22.15% with low criteria. In the first cycle, the percentage of activeness increased by 39.21% from the pre-cycle, so the percentage of activeness was 61.36% with high criteria. In cycle II, the percentage of activeness increased again by 35.79% from cycle I to 97.15% with very high criteria. The comparison of the implementation of actions between cycles of active learning can be seen in the following table.

**Table 3** Comparison Results of Intercycle Action Implementation on Student Activeness

No	Indicator	Pre-cycle		Cycle I		Cycle II	
		Percentage	Criteria	Percentage	Criteria	Percentage	Criteria
1	A	31,81%	Moderate	68,18%	High	100%	Very High
2	B	22,72%	Low	63,63%	High	86,36%	Very High
3	C	18,18%	Low	59,09%	High	100%	Very High
4	D	13,63%	Low	54,54%	High	90,90%	Very High
5	E	18,18%	Low	59,09%	High	100%	Very High
6	F	13,63%	Low	45,45%	High	100%	Very High

7	G	27,27%	Moderate	68,18%	High	100%	Very High
8	H	31,81%	Moderate	72,72%	High	100%	Very High
<b>Average</b>		<b>22,15%</b>	<b>Low</b>	<b>61,36%</b>	<b>High</b>	<b>97,15%</b>	<b>Very High</b>

Based on the data above, it can be stated that the implementation of the Snowball Throwing learning model can increase students' learning activeness in the aspect of speaking skills in English for students of Molla Course Tegal.

### **Student Learning Outcomes**

In the pre-cycle, the researcher did observations related to student learning outcomes. From the observation, it is known that student learning outcomes in the aspect of speaking skills in English subject was still low. This situation occurred because when learning, the teachers tended to use lecture method. They have not used a more varied learning model to improve student learning outcomes, so students were also less enthusiastic about taking part in learning and students' scores were less satisfactory.

After the implementation of the Snowball Throwing learning model, there was an increase in student learning outcomes. The comparison of the results of pre-cycle, cycle I, and cycle II can be seen in the following table:

**Table 4** Comparison of the Results of Pre-cycle, Cycle I, and Cycle II

<b>Description</b>	<b>Pre-cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>
The highest score	79	87	98
The lowest score	45	68	79
The number of students who completed	5	16	22
The number of students who have not completed	17	6	-
Percentage of students who completed	22,72%	72,72%	100%
Percentage of students who have not completed	77,27%	27,27%	-

Average score of students	67,28	76,39	90,02
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This is shown from the results of the pre-cycle. From the 22 students, only 5 students have completed learning or have reached the predetermined KKM score (75) or with a percentage of 22.72% and 17 others have not finished learning with a percentage of 77.27%. The mean score of students in the pre-cycle was 67.28. Based on the results obtained in the pre-cycle, student learning outcomes need to be improved.

After being given action by implementing the Snowball Throwing learning model in the learning of speaking skills in English, the students of Molla Course Tegal in cycle I, it is seen that the increase is quite significant. This is shown from the 22 students; there are 16 students or 72.72% of students who have reached the completeness score, while 6 students or 27.27% have not yet reached the completeness. The average score of Molla Course Tegal students in the first cycle was 76.39.

In cycle II, all the deficiencies in cycle I have been corrected so that the learning process is better and the results increase. This can be seen from the 22 students, 22 students get complete learning scores or in other words, 100% of students get complete learning outcomes with an average score of 90.02. In cycle II, the indicators of success have been achieved.

Based on the data above, it can be stated that the application of the Snowball Throwing learning model can improve student learning outcomes in the aspect of speaking skills in English for students of Molla Course Tegal.

## CONCLUSION

Based on the research conducted, it can be concluded that the Snowball Throwing learning model can increase the activeness of learning speaking skills in English for students of Molla Course Tegal. This is evident from the active learning of students which continued to increase in each cycle. In pre-cycle, the result of activeness observation was 22.15% with low criteria. In the first cycle, the percentage of activeness increased by 39.21% from the pre-cycle, so the percentage of activeness was 61.36% with high criteria. In cycle II, the percentage of activeness increased again by 35.79% from cycle I to 97.15% with very high criteria.

Snowball Throwing also can improve the results of learning speaking skills in English subject at Molla Course Tegal students. This is shown from the results of the pre-cycle that from the 22 students, only 5 students have completed learning or have reached the predetermined KKM score (75) or with a percentage of 22.72% and 17 others have not finished learning with a percentage of 77.27%. The mean score of students in the pre-cycle was 67.28. Based on the results obtained in the pre-cycle, students' learning outcomes need to be improved. After being given action by implementing the Snowball Throwing learning model in the learning of speaking skills in English, the students of Molla Course Tegal in cycle I, it was seen that the increase was quite significant. This is shown from the 22 students, there are 16 students (72.72%) who have reached the completeness score, while 6 students (27.27%) have not yet reached the completeness. The average score of Molla Course Tegal students in the first cycle was 76.39. In cycle II, all the deficiencies in cycle I have been corrected so that the learning process is better and the results increased. This can be seen that 22 students (100%) obtained complete learning outcomes with an average score of 90.02. In cycle II, the indicators of success have been achieved.

Based on the research that has been done, the researchers suggest for future researchers the need to apply the Snowball Throwing learning model at higher levels of English students by grouping them based on their basic ability to speak English.

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