

Snowball Throwing: An english learning method to teach descriptive writing

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ABSTRACT

Writing is a powerful multipurpose tool that helps us discover and explore more fully what we are thinking so that we learn as well as express our feelings and thoughts. One of reason that students lazy to written something because the methods are used by their teacher. Most of them still used direct learning method (extracurricular learning), the students were bored and they are did'n enjoy when teaching learning process. So, that is why, in this study the writers try to use snowball throwing method to help students in learning descriptive writing. The data collection methods which used in this study are observation checklist and questionnaire checklist. Observation used to find out the implementation snowball throwing on students writing in descriptive text. The questionnaire was used to know the students' responses after being taught descriptive text by using snowball throwing method. This study reveals that the highest aspect score of observation checklist in first observation is less, but in the second meeting, the writers found that highest aspect score of observation was good. Based on data questionnaire checklist, the writers found that the highest students' responses were good. Based on this result data resource above, the writers concluded that the students could master writing after they were taught using snowball throwing in writing descriptive text. Finally, the writers suggested that the students had to practice their writing skill in many times. Besides, teacher had to have an interesting method in teaching writing descriptive text.

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1. INTRODUCTION

English is an international language which has been used by people around the world. It is not only used as language in their daily life, but also in all of aspects, such as economic, politics, education, social-cultural and etc. In Indonesia, English is taught as the foreign language which as suppose to be very important for the purpose of studying, developing science, technology, cultural arts, and developmental relation with other nation. Therefore, it is determined as the major at schools in Indonesia used as means of students to achieve the purpose and this way is hoped the students able to master it as well as possible, it is not only knowing the knowledge in communication.

Communication itself could be done through oral activity which is represented by an activity of transferring information orally and also written expression which is indicated by an activity of transferring information in a piece of written. At junior high school, it has a function as mean to help students to develop themselves in cultural studies help students to develop their ability in four skills; they are listening, speaking, reading and writing.

One of the purposes to learn English is to be able to write English. Writing is one of the four skills which are categorized as a productive skill. In writing skills, students are expected to create their idea into the written form. Unfortunately, most of the students get difficulties on how get ideas and how to arrange and organize the words into sentences. Sometimes, when they make writing text he intralingua transfer is habit in

writing class, and repeat the same words. Because they can not make the various words it is caused of lack the vocabularies. Writing is a psychological activity of the language user to put information in written text. The English learning activities involve listening, reading, speaking and writing. Most of students get difficulties when they have writing classes. It is difficulties for them to story their idea and comprehend what they write to. Therefore, it is better for the teacher to teach the students with something interesting and valuable in the writing class. The writers think that snowball throwing is a valuable method because by writing descriptive text, students can learn teamwork, and more active (Chodijah, 2020). However, the teacher cannot bring all example descriptive text into a class. The writers should be able to select theme for the students. The writers should think the level of the students, and the students' interest of descriptive text. Based on the explanation above, the writers wants to introduce to English teacher that the snowball throwing method is a suitable method to teach writing descriptive text.

The reason why student are lazy is because of teachers' teaching style. The teacher just use direct learning method, she was only giving explanation about subject material and the assignment to written something about the subject, so it makes students passive and feel bored and writers use snowball throwing method to help teaching writing in descriptive text. The advantages this method are the students can improve their ideas, it can make students did not suspended by teacher, snowball throwing method also became a strategy to increase students' academic performance. It can give motivations for student to enjoy English writing. In teaching writing the writers can focus on the product of that writing or on the writing process itself (Harmer, 2003). Snowball Throwing method can to help students result. It will be easier to be studied by supporting snowball throwing method (Susanty, 2016).

Descriptive text is to describe a particular person, place, or things and generic structure from descriptive text is the identification and description (Suprijono, 2009). The writers decided to use the snowball throwing method as a medium of writing to stimulate the students find and develop their ideas writing. The students more interested in learning descriptive text if they were teamwork. It should be practiced and learned continuously and regularly. Beside that the students also need time to study to improve the skill.

2. RESEARCH METHOD

In research design, the writers used qualitative which describe the use of snowball throwing method to teach descriptive writing. In qualitative research, the research did not set out to test hypothesis, but only observed what presented during the observation. The writers in their study observed the teacher and the students' activity in classroom and reported it from the beginning till the end.

Qualitative research is in an effort to understand situations in their uniqueness as part of a particular context and the interaction there. This understanding is an and in itself, so understand the nature of that setting, what is mean for participant to be in that setting, what their lives are like, what's going on for them, what their meaning are, what the worlds look lie in that particular setting, and in the analysis to be able to communicate that faithfully to other who are interested in that setting. Bogdan in Sugiyono (2010) stated that what the qualitative researcher is interested in is not perused truth, but rather perspectives. Thus, rather than trying to determine the truth of people's perceptions, the purpose of corroboration is to help researcher increase their understanding and probability that their finding will be seen as credible or worthy of consideration by others. The writers took seventh grader of SMP As-Shomadiyah as subject research for teaching writing descriptive text by using snowball throwing method.

The writers got the data from the seventh grader who was 32 students of SMP As-Shomadiyah. The first source of the data in this research is observation checklist. From the observation checklist, the writers got the first data from the implementation of teaching learning process. The second source of the data is questionnaire checklist, the students answer to the questionnaire checklist. The purpose of this questionnaire is to get the information about how far the students' responses about snowball throwing method. Students are asked to choose the appropriate answer based on the questionnaire.

The writers came to classroom and asked permission to the teacher to do observation by giving the concept of their research, the writers introduced themself to the students and told them that the writers wanted to observe about teaching learning process in the classroom, the writers asked to the teacher to begin the lesson about writing descriptive text using snowball throwing method, the writers observed the teaching learning process in writing descriptive text using snowball throwing method, the writers got the result of observation checklist and analyzed at home.

3. RESULT AND DISCUSSION

In this research, the writers had four meetings. In the first meeting, the writers with the teacher came together into 7A class. The writers observed what happen in class during learning process and the teacher start to learning process. The allocation of time was 40 minutes. It is start at 09.30 up to 10.10. After the

teacher opened the lesson with pray together. In teaching-learning process, the teacher did not use fully English as a medium of instruction because some of the students still had difficulty in understanding the teacher's explanations. Thus, the teacher sometimes used Indonesia when she wanted to explain things. Before the teacher began the class, firstly the teacher arranged the class into subtopic of group and organized into research group. Then the teaching learning was begun. For the first meeting the teacher chooses the topic entitled "Descriptive Text"

The teacher explained that snowball throwing method was one of model of learning process, this method was more enjoy in learning process and this method like an game with more focus in teamwork, so in this method the students did not to be lazy, they must working to give their idea if they were wrote describe something. Before the teacher using the simulation, she asked the students to make groups with five or six members. After the students made a group, the teacher called the leader of groups to write the name of their members. After that, the teacher made a simulation, in the simulation the teacher made a question to describe about fruits, before they worked, the teacher made a question in paper before and asked the leader to get each paper and they come back into their each groups to discussed it.

The writers put the teacher activities during learning process in the class. In the end of learning process, the teacher asked that next meeting they must be ready to write descriptive text using snowball throwing method, and the teacher has prepare it at home. Teacher explained the generic structure and features of the descriptive text and giving the examples and the students pay attention to the teacher's explanation. When the teacher explained the step of using snowball throwing method, the students were enthusiastic in writing descriptive text. The students were think that the teacher mastered with this material and the students could answer the question although they had difficult in some section. The teacher asked and interacted with students while writing teaching descriptive text by using snowball throwing method, some students asked about the lesson which they did not understand about it. Teacher also asked students to reading it when the students finish was write the descriptive text. Teacher also had control during learning process and also gave them opportunity to ask and practiced writing descriptive text by using snowball throwing method. And the students were active during teaching learning process.

In the second meeting, the teacher came into class and the students had prepared and sat down with their teamwork to start this material subject. The teacher prepared theme of writing descriptive text which was about animals. So each group might describe and writing about these animals. Like in simulation, after each group throwing their paper another group, then they wrote to describe based on question. The first group got question from six group which was describe about cow, the second group got monkey, the third group got bear, the fourth group got dolphin, the fifth group got elephant, and the last group which is sixth groups got goose.

This case had little changed, that the teacher gave allocation of time to each member and leader group to work. Each person might give their idea to describe the subject and write it during five minutes, so if the groups have five members, they might finish their work in twenty five minutes. So, every member might work. If one of group passed by time by given the teacher is ten minutes, so they failed and can not read the result of paper in the front of class. They started to write and describe each question as team. Each member might describe it and they could work together. Some of groups tried to search difficult word in her dictionary and some friends write it and match with previous paragraph in paper.

In the third meeting, the teacher had already prepared different theme in learning process. In this section, teacher took "flower" as theme in this subject of descriptive text. Same with last meeting, each group might make a question was available with theme. After that, each group throwing their paper to another groups. The first group got question about rose, the second group got orchid, the third group got question about lavender, the fourth group got Sun flower, the fifth group described about jasmine, and the last group described about lotus. The learning process was same as previous meeting.

The last meeting which started from 07.00 till 08.00. It had longer time than previous meeting because the writers also took questionnaire data, so learning process was just 30 minutes. The teacher made same theme for all of group, they must describe about "House" based on their opinion and they got same time allocation which was 25 minutes to describe three paragraphs and finished their last assignment.

In the last performance, the teacher hoped that students could make good paragraph and increase their writing knowledge using this method. They had high concentration to describe "house" by different imagination. This interest challenge was how did they make different imagination about house to became mix and match descriptive text with three best paragraph, and they might focus, have a good teamwork and manage the time.

After the teacher gave evaluation about these assignments, the teacher gave a question to answer by them during 20 minutes and said that they answer were not copy from friend's answer. They must give answer by their own opinion. To know what students' responses, the writers took questionnaire data from questionnaire checklist. The writers distributed the questionnaire to the 32 students. The questionnaire

contained 10 structured questions. The writers asked them become a respondent and ask to fill questionnaires according to their opinion.

Based on the questionnaire data, the writers concluded that the most of students had opinion that learning English language was difficult, they said that when they are writing descriptive text, it is difficult to describe something. Students think that teacher's style in teaching was easy to follow and make them more enjoy and comfortable. They also understand about this topic which was descriptive text using snowball throwing method. They also understand about explanation given by English teacher about descriptive text material. Most of them think that snowball throwing method was necessary in teaching learning of descriptive text. Most of them also have opinion that the teacher lead them in this material using snowball throwing method, but they had difficult to understand in some texts. In interaction between teacher and students, they can communicate with their teacher. And the last, they felt that this method was effective in writing descriptive text, because they were enjoy and easier to write during learning process.

The implementation of snowball throwing method have stimulate the creativity to make a question and as exam what they understand the material of subject (Kusumaningrum, et all, 2020). So the students could improve their writing skill. Fun learning process could make the students more interest and active, then in the classroom the students could work together as team, they felt that because it was like playing a game. It was explained when the teacher gave this method, the fact that students are more active and enjoy with this learning process.

From the statement above, the writers concluded that some students' response after being taught writing descriptive text by using snowball throwing method as follows, the first, students felt that using snowball throwing method could help them to learn descriptive writing. They can give their opinion and describe about the subject material in the class with their teamwork. Then the second, the students had opinion that if they learn as single, it was more difficult than they learn together in team or group. They could improve their knowledge describing in the subject material. It was caused by working together with their friend in the same group.

4. CONCLUSION

Based on the result of research findings in answering problem the study, some conclusion could be drawn as follows: The first, the students enjoy and more interested, they were also more active in teamwork with friends, because they felt like they play and learn together. And the second, snowball throwing method make the class more active and alive. The writers found different atmosphere when the writers gave them in the same subject but different method, they asked each other when the teacher ask them to make a group and call each leader of group, then they were more enthusiastic when they make a question and throw to another group. Then last, snowball throwing can improve their team work. From the observation, the writers concluded that students can write better when they were working together.

The writers would like to offer some suggestions to be considered in order to help students master English: For the students, the writers hope that the students should be practiced their writing skill by writing descriptive text, writing and describing some place, animals, or people. And for the teacher, the writers hoped that in the teaching and learning process, the teacher should create good atmosphere which provides comprehensible input with no barrier and make the students enthusiastic toward teaching and learning process. To create the situation mentioned above, the teacher could use snowball throwing method to teach the seventh graders of junior high school. The last for the next researcher, the writers hoped that many researchers explore about how teaching writing descriptive text by using snowball throwing method and should be done regularly and continuously.

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