Students' Speaking Achievement at Seventh Grade Using Snowball Throwing Model: An Experimental Study

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Abstract: Many students struggle with English fluency due to the use of traditional teaching methods that lack engagement and interactivity. This study aims to assess the impact of the Snowball Throwing model on pupils' speaking abilities at SMPN 34 Surabaya. A quantitative research approach was adopted, employing an experimental design that included both an experimental and a control group. Data collection followed a structured procedure, comprising a pre-test, the application of the treatment, and a post-test using procedure text material. This study used the cluster random sampling approach, which yielded a total sample of 58 pupils. Class VII-I was selected as the experimental group in this case, while Class VII-H was used as the control group. A speaking ability test served as the study tool, and IBM SPSS Statistics version 19 was used to analyze the data. The findings revealed a two-rooted p-value of 0.000, below the significance level of 0.05. Consequently, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was validated, indicating that the Snowball Throwing model had a noteworthy effect on students' speaking abilities. It may be concluded that using the Snowball Throwing model influences students' speaking abilities because the p-value stayed below the significance threshold.

Keywords: Learning Model, Throwing Snowballs, Speaking Achievement.

Introduction

Proficiency in English is crucial for students, particularly those nearing graduation and preparing to enter the workforce. At work, they will meet people from various backgrounds (Muklas et al., 2024). Therefore, oral communication is an essential skill for conveying thoughts and exchanging ideas (Alfatihah et al., 2022). Lack of vocabulary, pronunciation, grammar, and self-confidence can affect students' speaking fluency. According to Dilobar (2022), speaking is a fundamental ability that must be cultivated and perfected to serve as an effective mode of communication (Kusuma & Rahayu, 2024). Effective oral communication skills empower students to engage actively in discussions, deliver presentations, and take

part in diverse communicative activities that play a crucial role in the educational process (Meri, 2022). Speaking becomes one of the key competencies and the aim of language instruction since the effectiveness of language acquisition is determined by how well students or learners apply the target language they have acquired (Syafryadin, 2020).

Based on observations from researcher at junior high school, many students still have difficulty in speaking. This difficulty covers various aspects, ranging from fluency, accuracy, and comprehensibility. That problem happened at the seventh grade of SMPN 34 Surabaya. The researcher discovered that the reason why students struggle to speak English fluently. One of the problems in speaking is the lack of confidence and limited vocabulary, which hinders their ability to

communicate effectively in English. In addition, the problem of students' speaking ability was also found by Salim et al., (2020) conducted in Kotabunan East Bolaang Mongondow. When teaching English, the teachers did not employ efficient learning models. To keep students satisfied, teachers must find interesting methods to teach speaking skills (Widoretno & Putri, 2025). Teachers can improve their pupils' speaking abilities by using effective teaching techniques (Jumadi et al., 2025). Effective learning models consider various factors such as learner characteristics, learning objectives, content, and assessment methods. Furthermore, choosing an appropriate learning model can improve student involvement in the educational process, supporting the achievement of learning objectives (Istiara, Hastomo, & Indriyanta 2023). Students who use the rote learning style are more likely to simply regurgitate what they have learned without comprehending the context. Furthermore, students are not taught to think critically or solve problems in discussion by the rote learning model (Lukman, 2024). Students consequently struggle when adapting to actual communication situations (Asrida, 2016).

The low speaking achievement of students is a significant problem in language learning. Students who are less able to speak well often have difficulties in expressing their ideas and opinions, which in turn can affect their overall academic performance (Bayu et al., 2018). Students' willingness to learn can also be affected by these challenges; they may feel less confident and unwilling to engage in speech-intensive learning activities (Shafwati et al., 2022).

One of the main factors affecting students' low speaking achievement is the learning methodology utilized. The application of a learning model enhances The efficacy and efficiency of the instruction process enabling educators to organize all necessary components in alignment with the allocated time while also considering students' capabilities (Darmuki et al., 2017). One method to address learning that significantly affects teaching and learning objectives is the speaking skills technique (Mukhibbah & Rahayu, 2024). Furthermore, enhancing student Participation in the learning process can be gained by implementing an appropriate instructional model, which facilitates the attainment of educational objectives (Oktaviani et al., 2023).

One of the potential learning models to overcome this problem is Snowball Throwing model. This model combines game elements with academic activities, build a dynamic, fun and participatory learning environment. One teaching strategy that encourages student cooperation is snowball throwing, which in turn can improve their understanding and

skills in various subjects, including speaking skills (Tini Mogea, 2023). One of the teaching strategies that centers on the material provided by the teacher and the use in the classroom, such as group discussions for learning English, is the snowball throwing model (Williana et al., 2020). The Snowball Throwing method is a collaborative and participatory teaching approach rooted in educational ideas (Wianto & Firdaus, 2025). Snowball Throwing Model can encourage students to answer questions creatively and imaginatively, which will increase their desire to learn English, especially speaking. As all students must collaborate to complete their projects, this model encourages the growth of dynamic student conversations and fosters a dynamic classroom environment (Ma'rifatun et al., t.t.).

In the Snowball Throwing Cooperative Learning Model, learners engage in responding to questions by tossing ball-shaped puppets. This instructional approach highlights the significance of collaborative learning, prioritizing student interaction and coordination within group settings (Muhria, 2021). A technique called snowball throwing is used to help students understand difficult concepts and measure how well they understand them (Fitriya et al., 2022). The cooperative approach is founded on four key pillars: active student engagement in learning, collaborative learning, responsive instruction, and enjoyable learning experiences. These pillars encompass the fundamental principles of the snowball throwing method (Hasanah & Swondo, 2021).

According to the findings of Salim et al., (2020), the Snowball Tossing technique has been shown to have had a good impact on students' speaking competence. In the current investigation, (Salim et al., 2020) observed that students taught using the Snowball Throwing technique showed notable enhancement in speaking abilities, especially in terms of bravery to speak in public and the ability to structure arguments logically. They highlighted that there is an positive effect of applying the Snowball Throwing technique to student's speaking ability. Furthermore, research conducted by Yusmi et al (2021) also supports these findings. In their study, (Yusmi et al., 2021) The study revealed that the Snowball Throwing technique not only enhanced students' speaking abilities but also fostered greater motivation and active engagement in learning processes. A similar investigation was carried out by Fitriya et al. (2022). This study (Fitriya et al., 2022) The study primarily aimed at enhancing students' speaking abilities. The findings indicated that implementing the snowball throwing technique contributed to significant improvements in students' spoken communication skills. Furthermore, a study by Williana et al., (2020) also examined this aspect.

According to research conducted by (Williana et al., 2020), incorporating communication games into the process of teaching and learning has proven to be beneficial. Specifically, the snowball game throwing games is anticipated to enhance students' enthusiasm and motivation in learning English. Furthermore, these games support the growth of pupils' self-assurance and speaking fluency.

The difference between previous research and this research is the previous research used Snowball with an emphasis on enhancing pupils' speaking skills, But the main goal of this study is to investigate the effects of the Snowball Throwing Model on students' speaking skills. Given the aforementioned concerns, the study's title is "Students' Speaking Achievement at Seventh Grade Using Snowball Throwing Model: An Experimental Study".

Method

In this research categorized as quantitative research and the method used experimental design with a control class and an experimental class. Statistics were gathered using three techniques: tests before, during, and after therapy. The aim of the study was to investigate the impact of applying the Snowball Throwing model on students' discursive performance. To assess students' prior knowledge and examine potential differences to help distinguish between the experimental and control groups, a pre-test was administered to both groups. A follow-up exam was conducted after the education to assess the effects of the therapy. The researcher implemented the Snowball Throwing model as the instructional approach for the experimental group.

According to Sugiyono (2019 in Adinda & Rahayu, 2023), the formulation of the research design was presented in Table 1 as follows:

Table 1. Research Design

Group	Prior to the test	Treatment	After the Test
Experimental	O_1	X	O_2
Control	O_3		O_4

Table 1 indicates that in the study design, there were two groups: In the study, two groups were formed: one experimental and one control. Prior to the intervention, both groups completed a pre-test (O_1 for the group conducting the experiment and O_3 for the control group) to assess their communication skills at the baseline level. The experimental team obtained instruction using the Snowball Throwing model, a dynamic learning approach in which students actively interact in sharing and discussing information through structured group activities. The management group without utilizing the paradigm of snowball throwing.

Following the implementation of the therapy, both the control commission of (O_4) the group that underwent the experimental treatment (O_2) the students completed a posttest to assess their speaking skills. The results of the pretest and posttest were subsequently evaluated to determine whether the children' communication abilities were greatly impacted by the Snowball Throwing concept.

Participants in this study are seventh-grade students enrolled at SMPN 34 in Surabaya. The researcher used a randomized cluster sampling method to collect data. Two classes were selected as the study group. To establish the distribution of functions the researcher employed a coin to distinguish between the experimental and control groups; the side with the number was designated the control group, while the side with the famous bird was designated the experimental group. The dataset for this research includes 58 students. Class VII-H, the control group, had 29 pupils, whereas class VII-I, the experimental group, had 29 pupils.

The researcher used an assessment to evaluate the research instrument. In this study, to evaluate the pupils' speaking proficiency, the researcher employed a speech test and the lesson's foundation was the use of procedure text. The pre- and post-tests administered in the experimental classroom serve as the basis for the assessment tasks. While the post-test tried to determine how the Snowball Throwing model affected the students' speaking abilities, the pre-test was designed to gauge the students' foundational speaking abilities.

The researcher employed both methods preliminary assessment and a follow-up evaluation in this study. Both assessments aim to ascertain how applying the snowball throwing model affects students' speaking proficiency. An oral test was employed. The snowball throw model was used, performing a pre-test prior to the implementation of the therapy and a post-test carried out afterwards. This study consists of three steps, namely pre-test, treatment, and post-test.

The researcher employed IBM SPSS Statistics 19 to analyzed the data, consists of analyzed descriptive statistics, test of normality, and T-test of independent trials was used, since the data followed a normal distribution. To determine the significant influence on the use of the snowball throwing learning model, an independent sample test was conducted because the data was normally distributed.

Result and Discussion

Data for this study were obtained through pre- and post-tests, demonstrating how the snowball tossing learning method impacted students' communication skills. This research used descriptive statistics, an independent sampling t-test, and a normality assessment.

Descriptive Statistics

Table 2 displays the descriptive statistical analysis presented in the table below:

Table 2. Descriptive Statistics

	Minimum	Maximum	Mean
Pre-test experimental	52	75	63,72
Post-test experimental	82	94	87,72
Pre-test control	52	76	61,10
Post-test control	64	84	73,31

According to the data shown in the table, the pre-test scores for the experimental experiment fluctuated between 52 at the very least and 75 at the most. Conversely, the post-test findings for the same class showed an improvement, with scores ranging between 82 and 94.

The control group's pre-test scores ranged from a minimum of 52 to a high of 76. Meanwhile, The post-test results showed an improvement, as evidenced by a significant increase in the lowest score recorded at 64 and the highest at 84.

Referring to the data presented in the table, the average score for the experimental class prior to the intervention was 63.72, whereas the mean score following the intervention increased to 87.72. This implies that the means derived from there was a considerable influence on both the pre-test and the post-test.

Normality Test

The normality test was presented in Table 3 as follows:

Table 3. Normality Test

Class	Shapiro-Wilk	
	Statistics	Sig.
Preliminary experimental pretest	,949	,176
Post-test experimental	,941	,109
Pre-test control	,893	,007
Post-test control	,957	,272

The experimental groups achieved he results of the normality test showed a pre-test significance of 0.176 and a post-test significance of 0.109, respectively. Conversely, the pre-test results for the control groups and post-test significance values were 0.007 and 0.272, respectively. The values demonstrated the normal distribution of the data in the Table.

It results from the normality test that the study data have a normal distribution. Consequently, the researcher employed Parametric statistics methodology, especially the T-test for autonomous sampel to proceed with data analysis.

Independent Samples Test (Pre-test)

The findings of the independent sample research conducted in relation to the Table 4 displays the pre-test results.

Table 4. Independent Samples Test (Pre-test)

Variabel	t	Df	Other (2-flow)	Diferencia Mediana
Assumption of equal variances	1,495	56	,141	2,621
Equal variances not assumed	1,495	55,745	,141	2,621

The pre-test findings, as determined by analysis using uji T sampel independent revealed a degree of significance (2-tailed) of .141. It turns out that the significance figure exceeds 0.05. In conclusion, Pre-test results were not significant.

Independent Samples Test (Post-test)

Table 5 displays the results of the independent sample analysis and the post-test.

Table 5. Examination of Independent Samples (Post-test)

Variabel	t	Df	Other (2-flow)	Diferencia Mediana
Assumption of equal variances	12,533	56	,000	14,414
Equal variances not assumed	12,533	50,942	,000	14,414

Following treatment, the post-test results showed a significance level 0.000 (2-tailed) based on the Independent Sample T-Test score. This indicates that the significance level is below 0.05. In conclusion, the post-test results were significant.

The findings of the parametric evaluation, particularly the autonomous sample T test, show that hypothesis (H0), which claims that children' linguistic skills are not significantly affected by the Snowball Throwing model's deployment, was dismissed. This rejection was based on the significance value of 0.141, which is more than the 0.05 limit. Nevertheless, the alternative hypothesis (Ha) was accepted as the significance threshold was determined to be 0.000, or less than 0.05. These results imply that students' verbal communication abilities were significantly impacted by the Snowball Throwing model's use.

The results of the study, examined using IBM SPSS Statistics 19, indicated that the experimental group comprised 29 students. The experimental class's pre-test average before the intervention was 63.72. Nevertheless, the post-test average increased to 87.72 following the use of the Snowball Throwing model. A significance value of 0.000, which is below the 0.05 threshold, indicates revealed the students' discursive performance was significantly impacted by the Snowball Throwing approach. The alternative hypothesis (Ha) was adopted based on the findings of the parametric statistical application, particularly the independent sample T-test. On the other hand, a significance value of .141, which is more than 0.05, led to the rejection of the null hypothesis (Ho), which proposed that the Snowball Throwing model had no discernible effect on students' academic achievement. Therefore, it can be said that the Snowball Throwing model had an effect on students' speaking ability.

The effect of the Snowball Throwing model on speech proficiency has been widely examined in various studies, all of which have shown consistent findings on how well it works to enhance students' speaking skills. Salim et al (2020) study revealed that the Snowball Throwing technique improved students' speaking proficiency. In this study, (Salim et al., 2020) observed that students taught using the Snowball Speaking abilities were significantly improved by throwing method, particularly in terms of having the guts to talk in front of an audience and being able to organize arguments rationally. They emphasized that the implementation of the Snowball Throwing technique had a beneficial impact on students' speaking performance. Furthermore, research conducted by Yusmi et al., (2021) also supports these findings. In their study, Yusmi et al., (2021) It was discovered that the Snowball Throwing method raised students' motivation and active engagement in class activities in addition to improving their speaking skills. Another study conducted by (Williana et al., 2020) utilized the snowball throwing game to enhance students' motivation and enthusiasm in learning English. The

findings indicated that it significantly improved students' confidence and fluency in speaking skills.

Together, the three studies showed that speaking achievement was significantly improved by using the Snowball Throwing approach. As a result, this model may be considered a successful teaching strategy for improving students' speaking abilities.

Conclusion

The model of the snowball throwing had a significant influence on the speaking abilities of the students at SMPN 34 Surabaya, based on the findings of the data analysis conducted in the previous chapter using IBM SPSS Statistics 19. Additionally, the alternative hypothesis (Ha) was confirmed by the findings of a parametric statistical analysis called the independent sample T-test, indicating that pupils' speaking abilities were greatly impacted by the Snowball Throwing methodology. This result was drawn because the significance value (0.000) was below the 0.05 limit. However, the null hypothesis (Ho), which proposed that the Snowball Throwing model had no appreciable effect on students' speaking performance, was not supported because its significance value (.141) was greater than 0.05. The study found that the use of the Snowball Throwing model affected the seventh-grade students' speaking abilities at SMPN 34 Surabaya throughout the 2024–2025 school year.

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