

**THE EFFECTIVENESS OF SNOWBALL THROWING  
TECHNIQUE IN TEACHING GRAMMAR AT EIGHTH GRADE  
STUDENTS IN SMP N 1 GANDRUNGMANGU**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri  
Purwokerto as a Partial Fulfillment of Requirements  
for Sarjana Pendidikan (S.Pd.) Degree**

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If later on my statement is not true, then I am willing to accept the applicable academic suction (revocation of graduation predicate and bachelor degree).

Purwokerto, June 29, 2022

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TEACHING GRAMMAR AT EIGHTH GRADE STUDENTS IN SMP N 1  
GANDRUNGMANGU**

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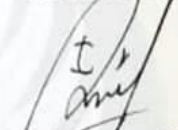
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*Assalamu'alaikum Wr.Wb.*

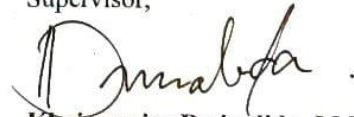
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*Wassalamu'alaikum Wr.Wb.*

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**Khairunnisa Dwinalida, M.Pd.**  
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## **MOTTO**

“If You Can Imagine It, You Can Achieve It.  
If You Can Dream It, You Can Become It”

- William Arthur Ward -



## **DEDICATION**

*I dedicate this thesis to:*

*My precious parents, Tohirin and Maksumah*

*My Grandmothers, Ruminah and Alm. Hj. Rohimah*

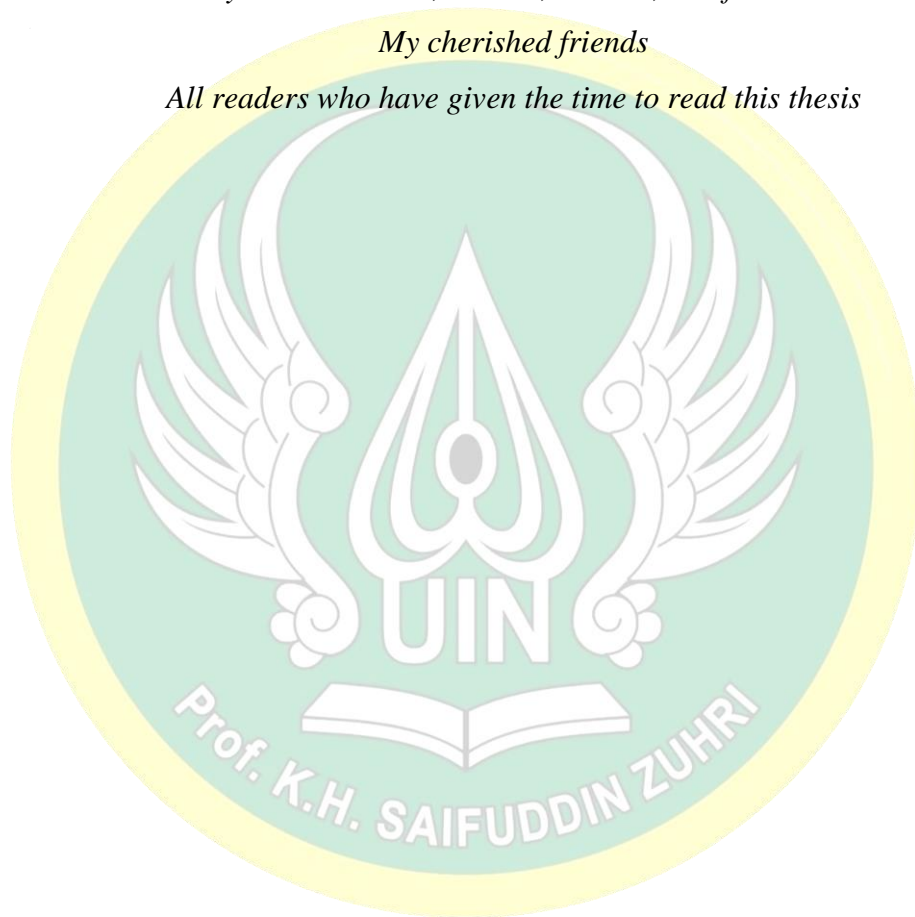
*My Grandfather, Suhudi and Alm. Ali Sumarno*

*My beloved brother and sister, Fahrur Rozi and Lutfiani Fadilah*

*My dearest uncles, aunties, cousins, and families*

*My cherished friends*

*All readers who have given the time to read this thesis*



## PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled The Effectiveness of Snowball Throwing Technique in Teaching Grammar at Eighth Grade Students in SMPN 1 Gandrungmangu could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

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13. All the students of the eighth grade of SMPN 1 Gandrungmangu who gave me the chance to do experiments in them.
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17. All of my classmates of TBI A 2018, who have shared memories and given togetherness.
18. Everyone who has contributed and support the researcher to finish the study.

Purwokerto, 28<sup>th</sup> of June 2022

The Researcher,



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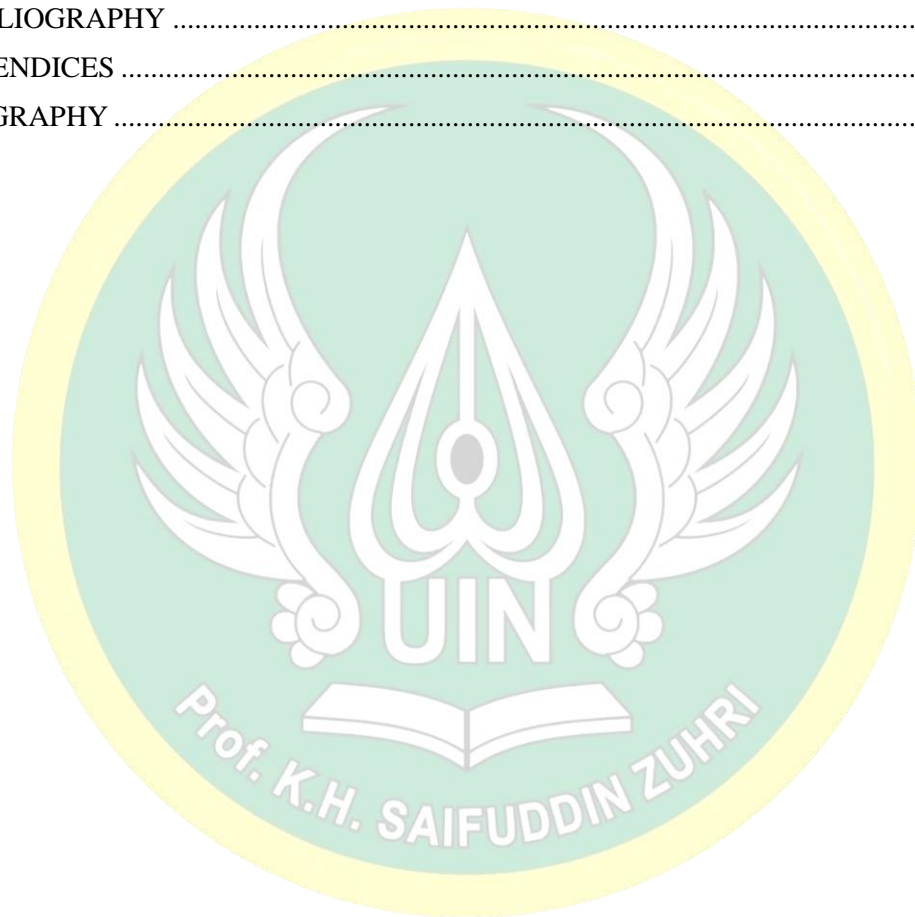
**Abstract:** According to curriculum 2013 at eighth grade junior high school level, English learners are able to speak English and use grammar in the conversation, although there are still errors in the vocabulary. However, there were some students' difficulties in mastering grammar at eighth grade students of SMP N 1 Gandrungmangu because of monotonous activity and limited time to study. Snowball throwing technique was proposed as a strategy to teach grammar. The goal of this study is to find out whether or not there is a significant effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. This study used quasi-experiment and quantitative approach. The population of this study was the eighth grade students in SMP N 1 Gandrungmangu in academic year 2021/2022 which consists of 255 students from VIII A until VIII H. The sample was selected by purposive sampling with VIII G as an experiment class and VIII H as a control class. IBM SPSS V 25 for windows was used to help analyze the data in this research. This study used pre-test and post-test with multiple choice to collect data. The result of independent sample t-test showed that there was improvement in learning achievement of the students who were taught using snowball throwing technique. In other words, it can be assumed that snowball throwing technique was used in teaching grammar is effective.

**Keywords:** Snowball Throwing Technique, Teaching grammar.

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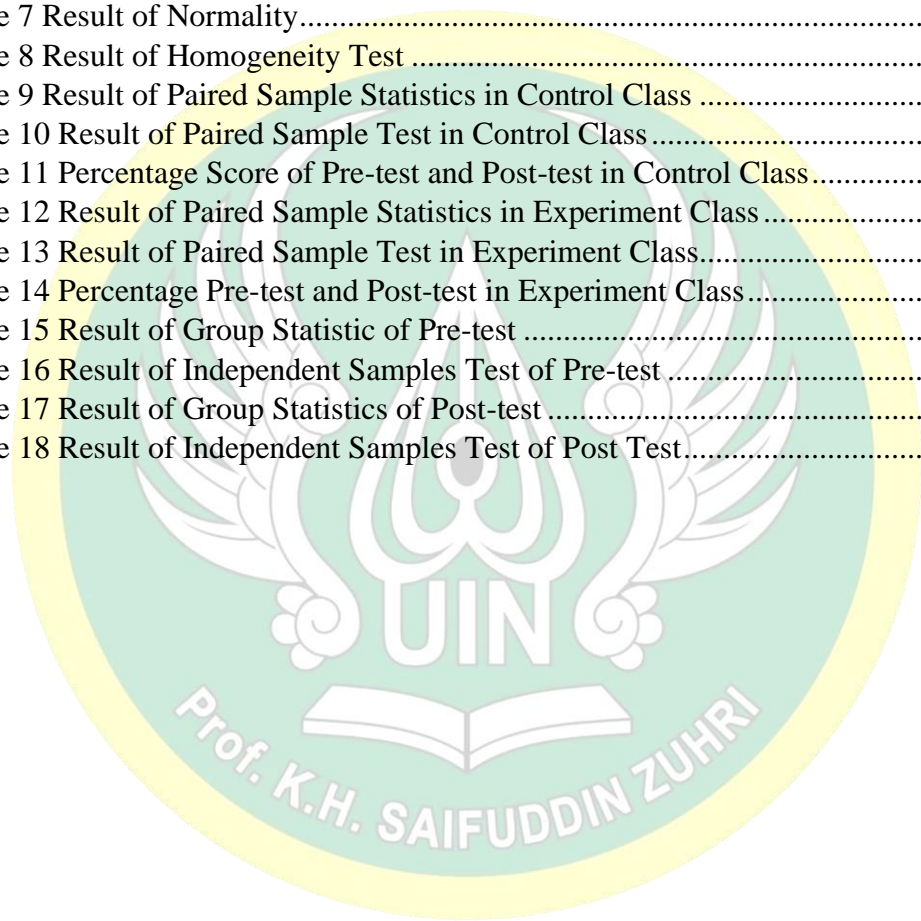
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

According to curriculum 2013 at eighth grade junior high school level, English learners are able to speak English and use grammar in the conversation, although there are still errors in the vocabulary.<sup>1</sup> However, based on the preliminary research in SMP N 1 Gandrungmangu on January 14<sup>th</sup>, 2022 there were some students' difficulties in mastering grammar at eighth-grade students of SMP N 1 Gandrungmangu because of various factors. The result of interviewing the eighth grade English teacher in SMP N 1 Gandrungmangu on March 23<sup>rd</sup>, 2022 said that the students have low ability in mastering grammar because when the students were given the questions related to the grammar material, they are not able to answer properly. Indeed, one of the causes is they have limited time in offline class. Because it is still a pandemic, the time for learning English in the class which should be 2x45 minutes is now 2x35 minutes. Consequently, the strategy of teaching-learning was monotonous and the students felt boring in the class.

Some experts have proposed several strategies to attract students' interest in learning grammar, one of them is snowball throwing technique.<sup>2</sup> In fact, this technique has been implemented in English learning but there were the English teachers in SMP N 1 Gandrungmangu did not know this technique. In accordance with the answers of English teachers' of SMP N 1 Gandrungmangu when asked about this technique, they did not recognize snowball throwing technique and have not implemented in the class. It is important for the teacher to provide interesting strategies and activities in the

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<sup>1</sup> Kemdikbud. 2014. *Konsep dan Implementasi Kurikulum 2013*. Jakarta: Kemdikbud, , p. 53.

<sup>2</sup> Suprijono, A. 2013. *Cooperative Learning: Teori dan Aplikasi PAIKEM* (10<sup>th</sup> ed). Yogyakarta: Pustaka Pelajar. p. 8

class to motivate the students in learning English.<sup>3</sup> Even though, Snowball throwing is one of models learning innovative in 2013 curriculum which is very pleasant in making free concepts in teaching grammar.<sup>4</sup> Ani argued that the snowball throwing technique is used to train the students to be more responsive to receive messages from other students in the form of snowballs made of paper and to convey messages to friends in their group.<sup>5</sup> This method focuses on discussion and interaction between students in the class and they could share different situations for the same material. Moreover, Diyah and Yuli in 2020 stated in their research previously that there are several benefits of using snowball throwing; improving the students' comprehension in learning grammar, creating an enjoyable and lively classroom atmosphere, developing students' abilities, and increasing the students' participation in the class.<sup>6</sup>

There are several studies that have examined about snowball throwing technique in several skills. As stated by Ani Rosidah in 2017 with the title "Penerapan Model Pembelajaran Kooperatif Snowball Throwing untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran IPS". The goal of the research was to improve the learning outcomes of students in Social subject with the material about The History of Hindu-Budha and Islam era. The using of snowball throwing technique was effective and it was proved by the fifteen students that have got the scores more than minimum in Cycle I. Indeed, in Cycle II there were 18 students that have succeeded with average score 78.09.<sup>7</sup>

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<sup>3</sup> Sartika, Endang. 2014. "The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in the First Grade Students of SMA N 3 Salatiga in the Academic Year of 2013/2014," Thesis. Salatiga: IAIN Salatiga. p. 4.

<sup>4</sup> Afiska. 2018. "The Influence of Snowball Throwing Method Towards Students' Speaking Ability at The first Semester of Ninth Grade of SMP Yasmida Ambarawa in The Academic Year of 2018/2019", Thesis. Lampung: Raden Intan State Islamic University. p. 2

<sup>5</sup> Rosidah, Ani. 2017. "Penerapan Model Pembelajaran Kooperatif Snowball Throwing untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran IPS". *Jurnal Cakrawala Pendas*. Vol. 3, No. 2, p. 34.

<sup>6</sup> Andriani, D, I., & Wahyuni, Y., 2020. "Teaching Grammar through Snowball Throwing Technique in EFL Classroom", *Humanika: Jurnal Ilmu Sosial, Pendidikan, dan Humaniora*. Vol. 3, No. 2

<sup>7</sup> Rosidah, A., ... p. 29.

Then, the other research conducted by Yanuarti, Indra, and Gian in 2019 investigated students' perception of snowball throwing in teaching grammar. The research used qualitative descriptive research method and the participants of the research were second grade of SMPN 2 Padalarang. The data were obtained from questionnaire and interview. The result shows that the implementation of snowball throwing technique in teaching grammar can help students learn English grammar. They showed some improvement on their participation of learning activities, their creativity, and their cooperative skill when learning with this technique.<sup>8</sup>

Based on review above, several studies have succeeded in implementing snowball throwing technique in several skills. However, so far it is not found any study report the effectiveness of the snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. To know the effectiveness of the snowball throwing technique in teaching grammar, it needs experiment research. Therefore, this research will examine the effectiveness of snowball throwing technique in teaching grammar at eighth grade students, entitled: "The Effectiveness of Snowball Throwing Technique in Teaching Grammar for Eighth Grade Students in SMP N 1 Gandrungmangu."

## **B. Operational Definition**

It is important to define the variables of this study to keep away from a false impression of the problem. Besides that, the definition from the variables of this study is to guide the analysis data. This study will be focused on the effectiveness of snowball throwing technique in teaching grammar. These are the brief definition of terms that are used in this study:

### **1. Teaching Grammar**

There are two methods in teaching of grammar is whether or not a teacher should use an inductive or deductive approach in the teaching

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<sup>8</sup> Apsari, Y, et.al. 2019."Students' Perception of Snowball Throwing Teaching Grammar", *PROJECT (Project Professional Journal of English Education)*. Vol. 2. No. 2



of grammar. Larsen-Freeman state that in inductive learning, the teacher presents examples from which the learner includes the relevant second language rule. Meanwhile, deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.<sup>9</sup>

## **2. Snowball Throwing**

According to Darusman, Delfi, and Masyhur in Apsaris's journal, the definition of snowball throwing technique is a variation of an entertaining game in which players throw the snowballs at each other while asking each other questions, focusing on the capacity to formulate question. Using this method, all pupils will become more engaged. It will also force them to master the content because they will be required to answer the question at any time unexpectedly.<sup>10</sup>

### **C. Research Question**

Based on the background of the study above, the research question of this research; Is there any significant effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu?

### **D. Aim and Significances of the Research**

#### **a. Aim of the Research**

To analyze whether or not there is significant effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu.

#### **b. Significances of the Research**

The teacher result is expected to be able to give some benefits:

1. The teacher

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<sup>9</sup> Nunan, David. 2003. *Practical English Language Teaching. International Edition 2003*. Singapore: Mc Graw Hill. p. 169.

<sup>10</sup> Apsari, Yanuarti. 2019. "Snowball Throwing. ...", p. 23

- a. The teacher can apply snowball throwing technique in teaching grammar.
- b. By reading this report, it is hoped that the English Teacher can find out the strategy in teaching grammar to junior high school students in order to make the students feel enjoy to study grammar.
- c. This report is expected can be profitable input to develop and improve the quality of English teaching in SMP N 1 Gandrungmangu
- d. This report is expected to be able to give more references to English teachers, especially the English teachers in SMP N 1 Gandrungmangu in selecting the techniques in teaching grammar to junior high school students.

## **2. The students**

- a. The students can achieve the better scores and can be more active in learning English, especially grammar.
- b. The students can provide a more comforting and exciting situation in the classroom.

## **3. Other Researcher**

- a. The research can be additional reference for those who want to do research an English teaching process, significantly using snowball throwing technique in teaching grammar.
- b. Hopefully, this report can be additional reference which is able to show some feedbacks in the hope that English Grammar will be an interesting subject and taught better in the future.

## **E. Organization of the Paper**

To do systemic research, that is necessary to classify the structure of this research. This research is divided into five chapters; they will explain as follows:

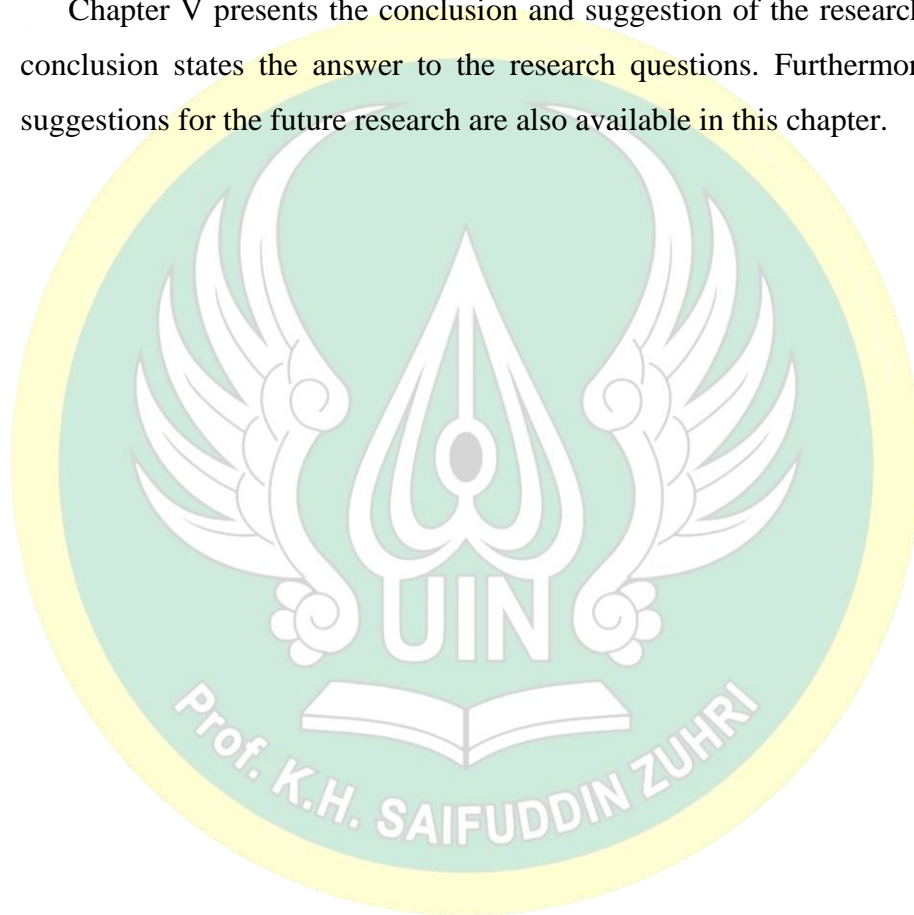
Chapter I presents an introduction. It consists of a background of the study, operational definitions, research question, objectives and significances of the research method, and structure of the research.

Chapter II explains the theories related to the effectiveness of snowball throwing technique in teaching grammar.

Chapter III consists of a research method that deals with the research design, time and place of the research, population, sample, instruments for obtaining data, and techniques for collecting data, and analyzing data.

Chapter IV presents the research result, which discusses the effectiveness of snowball throwing in teaching.

Chapter V presents the conclusion and suggestion of the research. The conclusion states the answer to the research questions. Furthermore, the suggestions for the future research are also available in this chapter.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Teaching Grammar**

###### **a. Definition of Teaching Grammar**

Azar highlights the benefits of teaching grammar as: One imperative viewpoint of teaching grammar is that it makes a difference learners find the nature of language, i.e., that dialect comprises of unsurprising designs that make what we say, studied, listen and compose comprehensibly. Without linguistic use, we would have as it were individual words or sounds, pictures, and body expressions to communicate meaning. Grammar use is the weaving that makes the fabric.<sup>11</sup>

There are two methods in teaching of grammar is whether or not a teacher should use an inductive or deductive approach in the teaching of grammar. Larsen-Freeman state that in inductive learning, the teacher presents examples from which the learner includes the relevant second language rule. Meanwhile, deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.<sup>12</sup>

###### **b. Principles of Teaching Grammar**

There are some principles in teaching grammar<sup>13</sup>:

- a. Integrate both inductive and deductive methods in teaching process

When the teacher uses deductive classroom, she or he gives a grammatical explanation followed by exercises to do evaluation

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<sup>11</sup> Azar, Bety. 2007. "Grammar Based Teaching Practitioners' Perspective", Teaching English as a Second Foreign Language. Vol. 11, No. 2

<sup>12</sup> Nunan, David. 2003. "Practical English Language Teaching". International Edition 2003. Singapore: Mc Graw Hill. p. 169

<sup>13</sup> Nunan, David. "Practical English Language...., p. 170

activity. Meanwhile, inductive classroom reverses this process. It means that the teacher provides the sample of sentence and make the students discover the principles or rule by themselves.

- b. Use tasks that make clear the relationship between grammatical form and communicative function

The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function. For example, when teaching the passive voice, show W H Y the passive voice is used—to place the emphasis on the action rather than the doer, to hide the identity of the doer, etc.

- c. Focus on the development of procedural rather than declarative knowledge

The meaning of declarative context in the learning language context is knowing the language rules, while procedural knowledge is being able to use the knowledge for communication.

### **c. Approaches in Teaching Grammar**

There are two main approaches that affect how grammar is taught in teaching activity. Larsen-Freeman state that in inductive learning, the teacher presents examples from which the learner includes the relevant second language rule. Meanwhile, deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.<sup>14</sup>

#### **1. Deductive Approach**

Deductive approach is a traditional approach is determined from the idea that deductive thinking works from the common to the particular. In this approach, the rules, concepts,

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<sup>14</sup> Nunan, David. 2003. "Practical English Language Teaching". International Edition 2003. Singapore: Mc Graw Hill. p. 169

principles, or theories are delivered first, it means that deductive approach from general to specific concepts.<sup>15</sup>

## 2. Inductive Approach

Inductive approach derived from inductive reasoning stating that a reasoning progression proceeds from particulars to generalities. In this approach, the educators present the learners with the example and make the students discover the principles or rule by themselves.<sup>16</sup>

### d. Techniques in Teaching Grammar

As stated by Muxamedova in his journal, there are four techniques that can be applied in teaching grammar<sup>17</sup>:

#### 1) Using Song and Poems

Using song in the classroom can increase the students' creativity through; writing a response based on point view about the song, having the learners plan a musing video in groups, a arranging the lyric that maintaining the same mood.

#### 2) Using Games

The games can be utilized to learn grammar more interesting and usually be engaging for the students. Many games that can be applied like scrabble, housine, snowball throwing, etc. in teaching grammar.

#### 3) Using Story Telling

Story telling can be used for both eliciting and illustrating grammar points. Grammar points can be contextualized in stories which are engaging and entertaining.

#### 4) Using other media

<sup>15</sup> Widodo. 2006. "Approaches and Procedures for Teaching Grammar". English Teaching: *Practice and Critique*. Vol. 4, No.1

<sup>16</sup> Nunan, D. 2003. "Practical English Language Teaching.".....p 169

<sup>17</sup> Muxamedove Gulmira Ismoilovna. 2020. "Innovative Techniques for Teaching Grammar". *JournalNX- A Multidisciplinary Peer Reviewed Journal*. Vol. 6. p. 97

The computer tools like internet, videos from youtube, audio, newspaper, magazine play a very vital role in improving language. Such source may be used because it is very important.<sup>18</sup>

#### e. Teaching Grammar Based on 2013 Curriculum

Strengthening authentic learning and assessment process to achieve competency in attitudes, knowledge, and skills are the competency in 2013 curriculum learning. To make the scientific learning is needed a scientific approach, which is this approach emphasizes the process of seeking knowledge and the students learning materials through various activities, namely observing, exploring/gathering information/trying, associating, and communicating. Meanwhile, according to Idrus Afandi the scientific approach in English can be done as follows<sup>19</sup>;

1. Observing activities in order to the learning activity is similar related to the context of real situations in daily life. However, the observing facts or phenomena includes listening to exposure, reading, paying consideration to the generic structure, social functions, the elements of language, and the format of writing.
2. The questioning activity in order to building students' knowledge in the form of concepts, laws, principles, and theory to think meta cognitive. The aim is for the students to think basically, systematically, and logically. The questioning activity can be done by group discussion, group work, and class discussion.
3. Exploring activities has aim to train the students' language skills through simulation activities, and the students can do the role-playing, and other structured activities.
4. Association activities has objectives to build the thinking ability and act scientifically. The teachers can ask the students to do in-group

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<sup>18</sup> Supriusman. 2014. "Methods and Techniques of Teaching Grammar in ELT", *SELT*. Vol. 3. No. 7

<sup>19</sup> Afandi, Idrus. 2019. The Activities of Teaching Grammar by Novice Teacher at MTs Al-Muhajirin Sukamulya. Thesis. UIN SUSKA RIAU

activities such as analyzing text, grouping, creating the categories, concluding, comparing expressions, generic structure of the text, social functions of the text, language feature, discussing the main point of the text, and obtaining feedback from the teachers.

5. Communicating activities are activities to convey the results of conceptualization in oral and written, such as writing, describing, giving pair-feedback, publish the article on the wall magazine, etc.

## **2. Snowball Throwing Technique**

### **a. Definition of Snowball Throwing Technique**

Darusman, Delfi, and Masyhur in Apsari's journal stated that the definition of snowball throwing technique is a variation of an entertaining game in which players throw the snowballs at each other while asking each other questions, focusing on the capacity to formulate question. Using this method, all pupils will become more engaged. It will also force them to master the content because they will be required to answer the question at any time unexpectedly.<sup>20</sup> In addition, according to experts such as Gani, Yusuf, and Erwina in their research argued that snowball throwing is a method in learning activity which is uses question ball that made from a paper then shaped like a snowball.<sup>21</sup>

### **b. Functions of Snowball Throwing Technique**

Based on Giyoto in Fitri's research, snowball throwing technique can make teaching learning process more interesting, and the exchange of the students' knowledge can increase in a group discussion.<sup>22</sup> Moreover, Yanuarti stated that applying snowball throwing in teaching grammar such as improving students' comprehension in learning grammar, creating enjoyable learning atmosphere, increasing students' vocabulary, developing students' speaking skill, developing students'

<sup>20</sup> Yanuarti Apsari 2019..“Snowball Throwing in Teaching Grammar... p. 23

<sup>21</sup> Syams, Kusumaningrum. et.al. 2020. “Snowball Throwing: An English Learning Method to Improve Vocabulary Mastery and Psychomotor Ability”. *IJOLAE*. Vol. 2, No. 1 ,p. 11

<sup>22</sup> Fitri Nur Laily. 2018. “Developing Students' Speaking Ability..... p. 9



cooperation skill and increasing students' participation in the class.<sup>23</sup> The management system of cooperative learning when using the snowball throwing technique relate to the curriculum 13 that provides the students' opportunities for active participations, make an interactive dialogue, and prepare students to learn using collaboration and social skills through discussion in group.

### c. Advantages and Disadvantages of Snowball Throwing Techniques

Advantages:

- 1) The learning process in a good condition and the students interest to learn and doing game as like throwing the toss of paper to another student.
- 2) The students get the opportunities to develop critical thinking skill because have got the chance to make a question.
- 3) The students active in the learning session.
- 4) The teacher does not make a media.
- 5) Cognitive, affective, and psychomotor can be achieved.

Indeed, Istarani lists the advantages of the STT as follows<sup>24</sup>:

- 1) It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
- 2) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.
- 3) It develops creativity of the students who have to create questions and form their paper into a ball.
- 4) It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.

Disadvantages:

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<sup>23</sup> Yanuarti. 2019. "Snowball Throwing in Teaching Grammar,..., p. 24

<sup>24</sup> Yanuarti.. 2019. "Snowball Throwing in Teaching Grammar,..., p. 4

- 1) Depends on students' ability to understand the materials.
- 2) Need a long time.
- 3) Classes are often noisy due to the group created by the students.

By applying the Snowball Throwing Technique, group discussion and the interaction between students from different group allows the sharing activity. Whether knowledge or experience can be shared as an effort to solve the problems that may arise in the discussion. One of the serious problems that often occurs in the process learning is a feeling of doubt in students to convey problems experienced in understanding the subject material. Teacher often difficulty in dealing with this problem. However, through application of this snowball throwing method, students can deliver their opinions or questions on the piece of paper. Another benefits that can be obtained by applying snowball throwing technique are the students can train the readiness in respond and resolve the problems.<sup>25</sup>

#### **d. Procedures of Snowball Throwing Technique**

The steps to teach using snowball throwing are<sup>26</sup>:

- a. The teacher delivers the material
- b. The students are asked to make groups and choose a leader of each group to give more explanation to the members in the group.
- c. The leader back to the group and give explanation to the members.
- d. Every student prepared a question and wrote the question on the paper.
- e. The questions was made into a ball and tossed one student to another student about 15 minutes.

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<sup>25</sup> Aris, Shoimin. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media. p. 174

<sup>26</sup> Afiska. .2018. "The Influence of Snowball Throwing Method Towards Students' Speaking Ability" . . . . , p. 26

- f. Then every student had one ball or one question could give the opportunity for students to answer questions that are written in ball-shaped paper in turn.
- g. Evaluation.
- h. Closing.

## B. Previous Studies

Referring to the several sources related to this research, there are some journals and previous research that correlates with this topic of the research. They were:

First, Yanuarti Apsari has conducted research entitled “Snowball Throwing in Teaching Grammar” in 2018. The aim of this study is to describe the implementation of snowball throwing in teaching grammar and investigate the benefits of applying snowball throwing.<sup>27</sup> The result of the research, there are seven stages in implementing snowball throwing in teaching grammar, there are; preparing teaching material, forming group, re-explaining the material to the member of the group, formulating question, tossing the ball, answering questions and evaluating teaching and learning process. The similarity with this research is the focus on snowball throwing technique in teaching grammar. Meanwhile, the difference is on the method. The research by Yanuarti used descriptive-qualitative, while this research using quasi-experiment design.

The second study was stated by Siti Aisyah in 2012 also as a previous research, entitled “The Effect of Snowball Throwing Type (ST) Strategy to Improve Students Reading Ability in Narrative Text at The Second Year Students of Islamic Boarding Junior High School Darussakinah XII Koto Kempar Regency.” After analyzing the data, there is significant effect of using Snowball Throwing Type strategy to improve students’ reading ability in narrative text at the second year students’ at Islamic Boarding Junior High

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<sup>27</sup> Apsari, Yanuarti. 2018. “Snowball Throwing in Teaching Grammar”. *Lingual: Journal of Language and Culture*. Vol. 5. p.1

School Darussakinah XIII Koto Kampar Regency with the result of t-count was  $4.20 < 4.20 < 2.68$ . It can be assumed that  $H_a$  is accepted and  $H_0$  is rejected..<sup>28</sup> The similarity with this research is used quasi-experimental research design and the object of the research is second grade of Junior High School. The difference is on the focus that this research using STT in teaching grammar, while Aisyah's research using STT to improve students reading ability in narrative text.

Then the other research conducted by Yuli and Diyah in 2020 entitled "Teaching Grammar Through Snowball Throwing in EFL Classroom". The aims of this study are to describe the implementation of snowball throwing technique in teaching grammar, the student's response towards the implementation of the snowball throwing technique, and the benefits of applying the technique. According to the result of the research there were some benefits in teaching grammar using snowball throwing technique, such as improving students' comprehension in learning grammar, creating enjoyable learning atmosphere, developing students' cooperation skill, and increasing students' participation in the class. The similarity of this research was using qualitative descriptive research method while this research is using quantitative research and the object is second grade of junior high school. Besides that, the differences were the place of the research which Yuniarti, etc did the research in SMPN 2 Padalarang, whereas this research in SMP N 1 Gandrungmangu.

The fourth is a thesis that has been done by Fitri Nur Laily in 2018 entitled "Developing Students' Speaking Ability by Snowball Throwing Technique at English Language Education Department of Brawijaya University." This research aims to develop students' speaking ability through

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<sup>28</sup> Aisyah, Siti. "The Effect of Snowball Throwing Type (ST) Strategy to Improve Students Reading Ability in Narrative Text at The Second Year Students of Islamic Boarding Junior High School Darussakinah XII Koto Kempar Regency". Thesis. UIN Sultan Syarif Kasim Riau: Pekanbaru. 2012. p. 29

snowball throwing technique at English Language Education Department.<sup>29</sup> Based on the data of post-test showed that the average score of the experimental group was higher (78.1383) than the control group (59.9920), it can be seen that the result of post test were significant. The research by Fitri has similarities with this research; both use quantitative research and using snowball technique. The difference is located on focus, that the research by Fitri focuses on speaking ability, while this research focus on teaching grammar.

The fifth is a research that has been conducted by Afiska in her research entitled the snowball throwing method towards students' speaking ability that conducted in 2018, she used a quasi-experimental research design and the population of the research was the ninth grade of SMP Yasmida Ambarawa consisting of two classes. The conclusion of Afiska's research is there is a significant influence in using the snowball throwing method towards students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in the academic year of 2018/2019.<sup>30</sup>

### C. Hypothesis

The research hypothesis used in this research was concerned with the effectiveness of snowball throwing technique in teaching grammar. These are the hypothesizes of the study:

H<sub>0</sub>: Null hypothesis, there is no significant effect of snowball throwing technique in teaching grammar at eighth grade in SMP N 1 Gandrungmangu.

H<sub>a</sub>: Alternative hypothesis, there is a significant effect of snowball throwing technique in teaching grammar at eighth grade in SMP N 1 Gandrungmangu.

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<sup>29</sup> Laily, F. N. 2018. "Developing Students' Speaking Ability by Snowball Throwing Technique at English Language Education Department of Brawijaya University". Thesis. Malang: Brawijaya University. p. 4

<sup>30</sup> Afiska. 2018. The Influence of Snowball Throwing Method Towards Students' Speaking Ability ... p. 23

If the result from each test is similar or higher than critical value of  $\alpha=0.05$ , therefore the null hypothesis ( $H_0$ ) is rejected because there is a significant effect snowball throwing technique in teaching grammar at eighth grade in SMP N 1 Gandrungmangu. In other hand, if the result is less than critical value of  $\alpha= 0.05$ , the null hypothesis ( $H_0$ ) is accepted because it means that there is no significant effect snowball throwing technique in teaching grammar at eighth grade in SMP N 1 Gandrungmangu.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the process of research to discover the answer to the research question that have stated in chapter one. It contains a type of research, time and location of the research, population and sample of the research, variable of the research, techniques data collection, and technique of data analysis.

#### **A. Type of The Research**

The type of research used in this study was quasi-experiment research applied to eighth grade students in SMP N 1 Gandrungmangu using a control class and experimental class. The control class was without any treatment, while experimental class was treated with snowball throwing technique.

The quasi-experiment research was conducted using a quantitative approach to analyze the effectiveness of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu.

#### **B. Time and Location of the Research**

This research was conducted at SMP N 1 Gandrungmangu, located in Kebanaraan Street, Gandrungmangu. The research was held on April 27<sup>th</sup> until June 4<sup>th</sup> 2022, in the academic year 2021/2022.

#### **C. Population and Sample of the Research**

The population of the research was the eighth grade students of SMP N 1 Gandrungmangu in the academic year 2021/2022 which consists of 255 students from VIII A until VIII H. In this study, the sample was chosen by purposive sampling with the classes that have average scores that are relative the same. The reason to choose this method because this research was conducted in the school so that it was considered much easier to gain the data. The first group as the

experimental class consisted 32 students in VIII G, and the other one as control class which consisted of 32 students in VIII H.

**Table 3.1 Sample of the Research**

No.	Class	Sample	Description
1	VIII G	32	Experiment Class
2	VIII H	32	Control Class
<b>Total</b>		64	

#### **D. Variable of the Research**

There are two variables that were used in this study: independent and dependent variables. The independent variable (X) in this research is snowball throwing technique, while the dependent variable (Y) is the effectiveness.

#### **E. Techniques of Data Collection**

To answer the research question, the instruments employed to collect the data in this research used pilot test, pre-test and post-test. Based on those instruments, the collected data were analyzed the effectiveness of snowball throwing technique.

The pilot-test was conducted in VIII B that was different from the experimental class and control class to examine the validity, reliability, and the difficulty of the items. This activity was held on Tuesday, 27 April 2022.

The pre-test in the form of a multiple-choice test that consists of 20 questions which adopt from middle-term examination and national examination, and the time allocation was 25 minutes. Pre-test activity was held on 27 April 2022 in the control class (VIII-H) at 07.15 a.m until 07.40 a.m. Then the experimental class (VIII -H) did the pre-test on 27 April 2022 start from 07.50 a.m until 08.15 a.m.



After conducting the pre-test, the experimental group were given the treatments in 10 meetings and they studied about these materials in every meeting:

<b>Meeting</b>	<b>Material</b>
Meeting 1	Verb
Meeting 2	Verb
Meeting 3	Adjective
Meeting 4	Adjective
Meeting 5	Preposition
Meeting 6	Preposition
Meeting 7	Possessive Pronoun
Meeting 8	Possessive Pronoun
Meeting 9	Simple Present Tense
Meeting 10	Simple Present Tense

The post-test were given to both experimental and control groups after the treatments. Time allocation was 25 minutes with the same worksheet as in pre-test. Post-test activity was held on 04 June 2022 in the control class (VIII-H) at and the experimental class (VIII -G) at 07.30 a.m. until 07.55 a.m.

#### **F. Techniques of Data Analysis**

Data pre-test and post-test were used to analyze the effectiveness of snowball throwing technique in teaching grammar.

This research also helped by IBM SPSS V 25 for windows to help with the data analysis technique.

The data analysis technique that were used in this study are:

##### **1. Normality Test**

The normality test was used to see whether the distribution of the instrument's response was normal or not<sup>31</sup>. Indeed, the normality test is used to graphical normality assessment that can be found in the IBM SPSS V 25.

## 2. Homogeneity Test

Homogeneity test was used to determine the similarity of the population and to find out before comparing the several groups.<sup>32</sup> IBM SPSS V 25 was used to calculate the homogeneity test.

## 3. Hypothesis Test

To know the significant difference score between snowball throwing technique and conventional method is by comparing the result from the data pre-test and post-test. Paired sample T-test was applied to compute the differences between the result of pre-test and post-test of the experimental group. The use of T-test is to determine whether or not there is a significant difference in the post-test results for both groups.

According to Singgih Santoso, the basis of decision Paired Sample T-Test is divided into two<sup>33</sup>:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed) > Research Alpha (0.05), then  $H_0$  is accepted and  $H_a$  is rejected.

<sup>31</sup> Sugiyono. 2012. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Penerbit Alfabeta: Bandung. p. 241

<sup>32</sup> Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik*(2<sup>nd</sup> revision). PT Rineka Cipta: Jakarta. p.280

<sup>33</sup> Santoso, Singgih, 2014. *Statistik Parametrik I*. (Rev, Ed), Elex Media Komputindo: Jakarta, p. 265

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Data Description

In finding section presents the data that have been collected during the research. The aimed of this study was to find out the effectiveness of snowball throwing technique in teaching grammar. This research was quasi-experimental research conducted at SMP N 1 Gandrungmangu. The population in this study were students of class VIII, and the sample was done by purposive sampling technique. The research subjects were 32 students from VIII G as an experimental class, and 32 students from VIII H as a control class. To know the effectiveness of snowball throwing technique, the results that have to be identified from the score of pre-test, the score of post-test, the differences of students' achievement between the students who are taught by using snowball throwing technique and the students who are not taught by using snowball throwing technique. Data collection techniques were carried out by pre-test and post-test. The pre-test has given to the both experimental and control class before the treatment. Pre-test in control class was held on April 29<sup>th</sup>, 2022. Then they were given treatment in ten meetings, where the experimental class used the snowball throwing technique while the control class used the lecture method. Later, the post-test was given after the treatment which was held on June 4<sup>th</sup>, 2022.

The obtained the scores of pre-test and post-test was analyzed by using IBM SPSS V 25 for windows to find the mean, the standard deviation, the minimum score, the maximum score, Paired Sample T-test and Independent Sample T-test. According to the data that have been collected during the research, here are the results of data pre-test and post-test.

**Table 2 The Result of Pre Test and Post Test**

No.	Experiment Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
1	25	85	40	75
2	30	80	55	75
3	65	80	50	80
4	45	90	50	95
5	40	85	55	95
6	30	80	45	90
7	45	85	60	80
8	65	95	35	85
9	60	95	30	75
10	50	95	35	90
11	35	90	45	80
12	50	95	15	75
13	40	90	60	95
14	30	80	75	95
15	40	95	40	80
16	20	90	30	60
17	40	90	60	95
18	45	90	55	95
19	55	95	20	70
20	50	80	15	55
21	40	95	50	95
22	20	90	55	100
23	30	80	35	95
24	10	80	60	75
25	60	95	55	75
26	35	90	30	75
27	40	80	15	75
28	40	95	35	75
29	35	75	45	100
30	50	95	35	80
31	50	95	80	100
32	45	95	40	80

By using the result of pre-test and post-test data, the data was analyzed used Paired Sample T-test to determine the effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. Then, Independent Sample T-test was used to determine the difference between the control class and experiment class.

### a. Pre-test and Post-test data in Control Class

The pre-test did on April 29<sup>th</sup>, 2022. The result of research in control class, which did not apply snowball throwing technique in learning activity, it resulted in the following table:

**Table 3 The Result of Pre-test and Post-test in Control Class**

No.	Statistics	Control Class	
		Pre-test	Post-test
1	N	32	32
2	Minimum	15	55
3	Maximum	80	100
4	Mean	43.91	83.28
5	Median	45	80
6	Mode	55	75
<b>Mean Different= 39.38</b>			

Based on the table above, there are 32 data from pre-test in control class. It shown that the mean score is 43.91 which is categorized that the students got low mastery in learning grammar, because the minimum criteria score in English subject is 75. The median score is 45 and the mode is 55.

Meanwhile, there are 32 data from pre-test and post-test in control class. It shown that the mean score is 83.28 which is categorized that the students in learning grammar are getting better. The median score is 80 and the mode is 75.

Regarding from the data on the table above, 32 students as respondents from the control class taken as samples based on pre-test and post-test scores had a mean difference of 39.38. The minimum score in pre-test is 15 and the maximum score is 80, while the minimum score in post-test is 55 and the maximum score is 100.

**b. Pre-test and Post-test data on Experiment Class**

**Table 4 Result of Pre-test and Post-test in Experiment Class**

No.	Statistic	Experiment Class	
		Pre-test	Post-test
1.	N	32	32
2.	Minimum	10	75
3.	Maximum	65	95
4.	Mean	41.09	88.44
5.	Median	40	90
6.	Mode	40	95
<b>Mean Different= 47.34</b>			

Based on the table above, there are 32 data from pre-test in experiment class. It shown that the mean score is 41.09 which is categorized that the students got low mastery in learning grammar, because the minimum criteria score is 75. The median score is 40 and the mode is 40.

Meanwhile, in the experiment class there are 32 data. The post-test has shown that the mean score is 88,44 which is categorized that the students in learning grammar are getting better than the result of pre-test. The median score is 90 and the mode is 95.

Regarding from the data on the table above, 32 students as respondents from the experiment class taken as samples based on pre-test and post-test scores had a mean difference of 47.34. The minimum score in pre-test is 10 and the maximum score is 65, while the minimum score in post-test is 75 and the maximum score is 95.

## 2. Data Analysis

### a. Instrument Testing

#### 1) Validity Test

The validity test conducted in SMP N 1 Gandrungmangu and was tested on 32 students of class VIII B with 30 multiple choice items. The reason to choose VIII B to do pilot test, because they have received grammar material first and VIII B has the average score that is relative the same with control class (VIII H) and experimental class (VIII G). To know the items were valid or not, validity test should be compared with  $r_{table}$ , which the value of  $r_{table}$  for 22 students with significance value 0,05 value was 0,423. Product-moment formula from Pearson was used in validity test of the items<sup>34</sup>.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$x = X - \bar{X}$$

$$y = Y - \bar{Y}$$

$\bar{X}$  = average score of X

$\bar{Y}$  = average score of Y

The results of the validity test that have been carried out using the formula of *product-moment* with the help of IBM SPSS V 25 can be seen in the table below:

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<sup>34</sup>Arikunto, S. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik*. ed Revisi II. PT Rineka Cipta: Jakarta, p. 137.

Table 5 The Result of Validity

Number of Old Items	Number of New Items	Value of $r_{table}$ ( $n=22, \alpha=0,423$ )	Value of $r_{hitung}$	Description
1	1	0,423	0,521	Valid
2	2	0,423	0,522	Valid
3	3	0,423	0,629	Valid
4		0,423	-0,267	<b>Invalid</b>
5	4	0,423	0,495	Valid
6		0,423	-0,149	<b>Invalid</b>
7	5	0,423	0,652	Valid
8	6	0,423	0,610	Valid
9	7	0,423	0,573	Valid
10		0,423	-0,295	<b>Invalid</b>
11	8	0,423	0,625	Valid
12	9	0,423	0,485	Valid
13	10	0,423	0,610	Valid
14	11	0,423	0,521	Valid
15	12	0,423	0,767	Valid
16		0,423	-0,061	<b>Invalid</b>
17	13	0,423	0,717	Valid
18	14	0,423	0,760	Valid
19	15	0,423	0,609	Valid
20	16	0,423	0,675	Valid
21	17	0,423	0,825	Valid
22	18	0,423	0,675	Valid
23		0,423	0,220	<b>Invalid</b>
24		0,423	0,127	<b>Invalid</b>
25		0,423	-0,200	<b>Invalid</b>
26		0,423	0,005	<b>Invalid</b>
27	19	0,423	0,748	Valid
28		0,423	0,415	<b>Invalid</b>
29	20	0,423	0,748	Valid
30		0,423	-0,393	<b>Invalid</b>

From the calculation of the validity, it shows that 30 items of the multiple choice questions related to grammar material there are five items are invalid because the value of  $r_{value} < r_{table}$ . The invalid items that can be erased were number 4, 6, 10, 16, 23, 24, 25, 26, 28, and 30. So that, the 25 items of valid items can be used as the test instrument to the respondents.



## 2) Reliability Test

A reliability test is used to see the determination of instrument in revealing the respondents' phenomenon even though it is carried out at different times. formula of alpha can be used to compute the reliability tests<sup>35</sup>:

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = instrument reliability

$V_r$  = variant of respondent

$V_s$  = leftover variant

The value of  $r_{11}$  obtained was consulted with  $r_{table}$  with a level significant 5%. The instrument is reliable if the value of  $r_{11} > r_{table}$ . For the multiple choices of grammar material test,  $r_{table}$  were obtained from 22 respondents with a significance level of 005 is 0,349.

**Table 6 Result of Reliability Test**

$r_{hitung}$	$r_{table}$	Description
0,83	0,349	Reliable

Based on the table the result of Reliability test, it can be concluded that the instrument of grammar in the form of multiple choice in this study is reliable, because the value of  $r_{hitung} > r_{table}$ . It means that the instrument was reliable because  $0,83 > 0,349$ .

<sup>35</sup>Arikunto, S. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik*. ed Revisi II. PT Rineka Cipta: Jakarta, p. 164.

## b. Requirements of Testing T-test

### 1) Normality Test

In this study, the normality test was analyzed using IBM SPSS V 25 software for windows.

The hypothesis for the normality test will formulated as follow<sup>36</sup>:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

The criteria of acceptance or rejection of hypotheses for normality test are as follow:

$H_a$  is accepted if Sig.  $\alpha > 0.05$

$H_a$  accepted if Sig.  $\alpha > 0.05$

The result of normality test was analyzed with Kolmogorov-Smirnov and Shapiro-Wilk Test in program computer SPSS V 25 for windows, as follow:

**Table 7 Result of Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest EC	.123	32	.200*	.975	32	.648
Pre Test CC	.098	32	.200*	.965	32	.381
PostTest EC	.217	32	.100	.847	32	.140
Post Test CC	.186	32	.060	.906	32	.090

<sup>36</sup> Sugiyono. 2012. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Penerbit Alfabeta: Bandung. p. 241

In the normality test above, it showed that the probability value of t-statistics  $>$  significant level = 0,05. Therefore, the data meet assumption of normality and can be used for the next test.

## 2) Homogeneity Test

Homogeneity test used values of the pre-test result in experiment class and control class<sup>37</sup>.

**Table 8 Result of Homogeneity Test**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	1.633	1	60	.206
	Based on Median	1.486	1	60	.228
	Based on Median and with adjusted df	1.486	1	59.864	.228
	Based on trimmed mean	1.606	1	60	.210

According to the table above, the significant level is 0.206, so  $0.206 > 0.05$ . Because the value of F-statistic  $>$  significant level = 0.05, then the data meet the homogeneity assumption. Based on the data, it can be assumed that the population being studied has similarities.

## 3. Hypothesis Testing

### a. Paired Sample T-test of Control Class

Singgih Santoso argued that the basis decision Paired Sample T-test is divided by two<sup>38</sup>:

1. If the value of Sig. (2-tailed)  $<$  Research Alpha (0.05), the  $H_0$  is rejected and  $H_a$  is accepted.

<sup>37</sup> Arikunto, Suharsimi. 1993. *Prosedur Penelitian Suatu Pendekatan Praktik* (2<sup>nd</sup> revision). PT Rineka Cipta: Jakarta. p.280

<sup>38</sup> Santoso, S. 2018. *Menguasai SPSS Versi 25*. PT Elex Media Komputindo: Jakarta. p 301

2. If the value of Sig. (2-tailed) > Research Alpha (0.05), the  $H_0$  is accepted and  $H_a$  is rejected.

The results of Paired Sample T-test were calculated by IBM SPSS V 25 software for windows are presented in this table below:

**Table 9 Result of Paired Sample**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test CC	41.09	32	15.295	2.792
	Post Test CC	83.28	32	11.647	2.127

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 41.09 and the mean score of post-test is 83.28. N indicates the amount of data as many as 32. The standard deviation was used to measure the level of risk, which in the pre-test of control class is 15.295 and the standard deviation in the post-test of control class is 11.647. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. The standard error mean in pre-test of control class is 2.2298, while in the pre-test of the experiment class is 1.100. Because the data was normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test, it can be assumed that the post-test on the data is higher than pre-test.

**Table 10 Result of Paired Sample Test in Control Class**

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test CC - Post Test CC	-40.000	12.526	2.287	-44.677	-35.323	-17.491	29	.000

Based on the analysis results above, it can be seen that Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is  $0.000 < 0.05$ , it means that  $H_a$  is accepted and  $H_0$  is rejected. There was an increase in the control class in learning grammar from pre-test and post-test.

Through Paired Sample T-test, it shown that t-count was -17.49, but from this numbers, only absolute values or numbers are needed by ignoring negative symbols. So that, the t-count was 17.49 from the value of  $df = 29$ , with an alpha 0.05%. Meanwhile, the t-table value was in the column 0,05% row  $df = 29$  was 0.36. T-count > t-table;  $17.49 > 0.36$ . It can be concluded that there was a significant difference in the pre-test and post-test scores in the control class because  $H_0$  is rejected and  $H_a$  is accepted.

However, SMP N 1 Gandrungmangu have set the indicators of student learning success in minimum score of 75 (according to KKM). Based on the following calculations, the results of the control class before and after treatments are as follow:

**Table 11 Percentage Score of Pre-test and Post-test in Control Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Control	2	30	29	3	32
	6%	94%	91%	9%	

The data on the table showed that the result of learning grammar in the control class. N indicates the amount of data as many as 32. There was a significant increase percentage in completeness from 6% in pre-test and in post-test reaching 91% completeness. In contrast to the incompleted column, the score of students who were originally categorized as incompleted was 94% to 9%.

#### b. Paired Sample T-test of Experiment Class

**Table 12 Result of Paired Sample Statistics in Experiment Class**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest EC	41.09	32	12.997	2.298
	Posttest EC	88.75	32	6.222	1.100

The Result of Paired Sample Statistics in experiment class table, shows the descriptive value of each variable in the Paired Samples. The average score (mean) of pre-test is 41.09 from 32 data, and the distribution of data (Std. Deviation) obtained is 12.997 with a standard error mean of 2.298.

The paired sample group statistics table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 41.09 and the mean score of post test is 88.75. N indicates the amount of data as many as 32. The standard deviation was used

to measure the level of risk, which in the pre-test of control class is 12.997 and the standard deviation in the post-test of control class is 6.222. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored. Based on the mean of pre-test and post-test, it can be assumed that the post-test on the data is higher than pre-test. Because the average score (mean) of post-test is 88.75 from 32 data, and the distribution of data (Std. Deviation) obtained is 6.222 with a standard error mean of 1.100. It means that the post-test on the data is higher than pre-test.

**Table 13 Result of Paired Sample Test in Experiment Class**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest EC - PostTest EC	-47.656	11.358	2.008	-51.751	-43.561	-23.735	31	.000

Based on the analysis results above, it can be seen that Sig. (2-tailed) < Alpha. The result of Sig. (2-tailed) is 0.000 < 0.05, it means that  $H_a$  is accepted and  $H_0$  is rejected. There was an increase in the control class in learning grammar from pre-test and post-test.

Through Paired Sample T-test, it shown that t-count was -23.74, but from this numbers, only absolute values or numbers are needed by ignoring negative symbols. So that, the t-count was 23.74 from the value of  $df = 31$ , with an alpha 0.05%. Meanwhile, the t-table value was in the column 0,05% row  $df = 31$  was 0.70. T-count > t-table;  $23.74 > 0.70$ . It can be concluded that there was a significant difference in the pre-test and post-test scores in the control class because  $H_0$  is rejected and  $H_a$  is accepted.

However, SMP N 1 Gandrungmangu set indicators of student learning success in minimum score of 75 (according to KKM). Based on the following calculations, the results of the control class before and after treatments are as follow:

**Table 14 Percentage Pre-test and Post-test in Experiment Class**

Class	Pre-test		Post-test		N
	Completed	Incompleted	Completed	Incompleted	
Experiment	0	32	32	0	32
	0%	100%	100%	0%	

The data on the table showed that the result of learning grammar in the experiment class. N indicates the amount of data as many as 32. There was a significant increase percentage in completeness from 0% in pre-test and in post-test reaching 100% completeness. In contrast to the incompleted column, the score of students who were categorized as incompleted was 100% to 0%.

### c. Independent Sample T-test of pre-test

The basis of decision Independent Sample T-test is divided by two:

- 1.If the value of Sig. (2-tailed) < Research Alpha (0.05), the  $H_0$  is rejected and  $H_a$  is accepted.



2.If the value of Sig. (2-tailed) > Research Alpha (0.05), the  $H_0$  is accepted and  $H_a$  is rejected.<sup>39</sup>

The results of Result of Group Statistics of pre-test calculated by IBM SPSS V 25 software for windows are presented in this table below:

**Table 15 Result of Group Statistic of Pre-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Experiment	32	41.0938	12.99717	2.29760
	Control	32	43.9063	16.20107	2.86397

The group statistics of pre-test table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of pre-test in control class is 41.0938 and the mean score of pre-test in experiment is 43.9063. The mean difference between this both classes have a little different, it can be inferred that the understanding of the students in learning grammar are relative the same because both classes are homogeneous or have the same level of ability. N indicates the amount of data as many as 32. The standard deviation was used to measure the level of risk, which in the pre-test of control class is 12.99717 and the standard deviation in the pre-test of experiment class is 16.20107. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. In the control class, the standard error mean is 2.29760 and the standard error mean of experiment class is 2.86397. Because the data was normally distributed, the std. Error mean can be ignored. It can be said that the data

<sup>39</sup> A. Rasul, Subahnudin, R. Sonda. 2022. *Statistika Pendidikan Matematika*. CV Kreator Cerdas Indonesia: Kediri. p. 24

variants between the control class and the experiment class were homogeneous.

**Table 16 Result of Independent Samples Test of Pre-test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	1.952	.167	-.766	62	.447	-.281250	3.67169	-10.15210	4.52710
	Equal variances not assumed			-.766	59.216	.447	-.281250	3.67169	-10.15897	4.53397

In Levene's Test for quality of column variances have significance value of 0.167 ( $p > 0.05$ ). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is  $0.447 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can

be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, so that t-count was obtained 0.766. T-table was obtained from value  $df=62$  with an alpha 0.05. So that, the value  $t\text{-count} < t\text{-table}$ ;  $0.766 < 1.670$ . It can be said that  $H_a$  is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

#### d. Independent Sample T-test of *post-test*

**Table 17 Result of Group Statistics of Post-test**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Experiment	32	88.4375	6.53002	1.15435
	Control	32	83.2813	11.68190	2.06509

The group statistics of post-test table describes the descriptive analysis of the processed data. The mean table showed the average value of each variable. According to the table above, it can be seen that the mean of control class is 88.4375 and the mean score of experiment class is 83.2813. Therefore, this means that learning outcomes in learning grammar in the experiment class are higher than in the control class. N indicates the amount of data as many as 32. The standard deviation was used to measure the level of risk, which in the post-test of experiment class is 6.53002 and the standard deviation in the post-test of control class is 11.68190. Standard Error Mean was used to determine how well the average data from the sample data for each variable can estimate the population means. Because the data was normally distributed, the std. Error mean can be ignored.

According to the table above, the average score (mean) of post-test is 88.75 from 32 data, and the distribution of data (Std. Deviation) obtained is 6.222 with a standard error mean of 1.100. It means that the post-test on the data is higher than pre-test.

**Table 18 Result of Independent Samples Test of Post Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	13.210	.107	2.179	62	.063	-2.81250	5.15625	.4270410	9.88546
	Equal variances not assumed			2.179	48.650	.064	-2.81250	5.15625	.40108	9.91142

In Levene's Test for quality of column variances have significance value of 0.167 ( $p > 0.05$ ). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

In relation on the table above, the equal variances assumed that known the sig value is  $0.447 > 0.05$ , as the basis for decision making in the independent t-test, it can be concluded that  $H_0$  is accepted and  $H_a$  is rejected. Therefore, it can be said that there was no difference between the average students' learning outcomes in pre-test in the control and the experimental class.

In output table of Independent Samples T-test in the pre-test, t-count was obtained. If the value of t was negative, it was not an error. The negative symbols can be ignored, so that t-count was obtained 0.766. T-table was obtained from value  $df= 62$  with an alpha 0.05. So that, the value  $t\text{-count} < t\text{-table}$ ;  $0.766 < 1.670$ . It can be said that  $H_a$  is rejected. It can be argued that there was no difference in average in the pre-test scores in the control class and experiment class.

## **B. Discussion**

From the data analysis, the objective of the study is to know if there is significant effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. The use of Paired Sample T-test is to know there is significant difference result in students' learning outcomes after learning grammar materials between before and after receiving treatment using snowball throwing technique in learning activity. The descriptive analysis of the processed data was described with the paired sample statistic. The average score was shown in the mean table, which is in the control class was 40,09 and the post-test 83,28. N indicates the amount of data obtained in the control class as many as 32 respondents.

The average (mean) of the experiment class in the paired sample statistics table pre-test was 41,09 and the post-test was 88,75 with 32 data. The standard deviation of the pre-test was 12,997 and the post-test was 6,222. Based on the explanation of the two statistical tables of paired samples in the both class, experiment class and control class, they have almost the same pre-test value of the average score which are 40,09 and 41,09. Therefore, the mean

of the pre-test and post-test can be assumed that there was a difference. It can be seen that the increase in class experiment is 47,34 while the increase in control class is 39,91. In other words, there was an increase in mean score for both classes and the mean difference is 7,43, which is the mean of the experiment class is higher than control class. In conclusion, the use of snowball throwing technique in teaching grammar is more effective to improve students' learning outcomes. It is line with the statement by Yanuarti that the purpose of snowball throwing technique is to teach the children how to be more receptive to receive and sent messages to other students in the form of paper snowballs and how to communicate with their group. So that, based on this activity can make the students' learning outcomes can improve.<sup>40</sup>

The result of the descriptive analysis was confirmed by hypothesis testing with Paired Sample T-test. In the control class and experiment class were obtained sig. (2-tailed) of  $0,000 < 0,05$ , it can be said that  $H_a$  is accepted and  $H_0$  is rejected. So that, there're was a significant difference between average score before the treatment and the average score after treatment in the experiment and the control class.

The difference between t-count and t-table in control class and experiment class found a difference or effect was seen in the experiment class that was higher than the control class. It can be inferred that the class which have received the treatment had an effect than the class that did not receive any treatment, even the improvement was not very significant.

The data also have supported by the completeness in achieving score in the post-test in control class was 91% and the experiment class was 100% that was categorized with the minimum score which was 75. It can be said that the students' have improvement in mastering grammar, and the effectiveness of snowball throwing technique in teaching grammar was performed with the post-test results in the experiment class of 100% as a very effective category. Eventhough the mean score in the post-test of experiment class was not much

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<sup>40</sup> Yanuarti. 2019. "Snowball Throwing in Teaching Grammar."... p. 24

different with the control class, the experiment class was higher than control class.

In relation to some experts, snowball throwing technique is indeed suitable to be applied in teaching grammar. This statement can be proven in this research by increasing student learning outcomes. As mentioned before that the students in experiment class were incomplete the minimum score, after applied snowball throwing technique they were complete the minimum score.

Meanwhile, the output of Independent Sample T-test that has obtained the value of sig. Levene's Test for Equality of variances. T-count is higher than t-table;  $2,179 > 0,167$ . It can be said that  $H_a$  is accepted, so there was a difference in average in the post-test scores in the control class and the experiment class.

The result of the research about the effectiveness of snowball throwing technique in teaching grammar indicated the improvements in students' learning outcomes. It was showed the significant post-test score in the experiment class. It is related with the theory that was proposed by Diyah and Yuli in their study which stated that snowball throwing technique can improve the students' comprehension in learning grammar.<sup>41</sup>

In this research, it was also found that the implementation of snowball throwing technique in teaching grammar made the students motivated in learning activity, because during the lessons they were enthusiast dan active to finish their groupwork. As it explained by Dwinalida and Setiaji in their research that there was the correlation between learners' motivation and language learning strategies.<sup>42</sup> The use of strategy in learning target language can be an aspect to influence students' the motivation. Moreover, it is lined with the theory stated by Yanuarti that snowball throwing was very helpful in

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<sup>41</sup> Andriani, D.I., & Wahyuni, Y., 2020. "Teaching Grammar through Snowball Throwing Technique in EFL Classroom", *Humanika: Jurnal Ilmu Sosial, Pendidikan, dan Humaniora*. Vol. 3, No. 2

<sup>42</sup> Dwinalida, K & Setiaji, S. 2020. "The Correlation Between Learners' Motivation and Language Learning Strategies in EFL Context", *JEPAL: Journal of English Pedagogy and Applied Linguistics*. Vol. 1, No. 1., p. 45

providing the students with more enjoyable activities in teaching and learning process.<sup>43</sup>

By using the snowball throwing technique, the teacher will get the easier way to teach English. Basically, the use of snowball throwing technique make the teacher can deliver the subject matter in the form of a game. In addition, the teacher also does not take too much time to prepare the media used in learning<sup>44</sup>. However, the snowball throwing technique use a piece of paper where the teacher or students can use paper that has been used. Thus, the snowball throwing technique not only as an effective strategy, but also an act of recycling used goods.

In this research, there were some disadvantages that have found when applying snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. With the limited time, the teacher could not explain the materials widely and make the students could not do the assignments maximally. Then, the classes were often noisy due to the group consists of 5 students when they discussed about the questions and the answers.

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<sup>43</sup> Yanuarti. 2019. "Snowball Throwing in Teaching Grammar,..., p. 24

<sup>44</sup> Fatimah, Ahmadi. " Snowball Throwing Technique and Its Impacts on Students' Reading Achievement". *J-EMAIL(Journal of English as a Modern and International Language)*. 2021. Vol.1. No. 1, p. 24



## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### A. Conclusion

This study investigated the effect of snowball throwing technique in teaching grammar at eighth grade students in SMP N 1 Gandrungmangu. The quantitative data show that the students have good achievements in post-test result. The data was gained by comparing the mean score of pre-test and post-test, then calculated by using IBM SPSS V 25 for Windows. By comparing the result of control and experiment class, it displayed that the students' comprehension in learning grammar was significantly improved. Although the value of both classes have increased, the value of experiment class was higher than control class.

According to the findings and discussion, it can be assumed that there was a significant improvement score among the class that was taught using snowball throwing technique and the class that was not taught using snowball throwing technique. It can be inferred that snowball throwing technique was effective in teaching grammar to the students. In addition, the result of t-test shows that  $t_{\text{count}}$  was higher than the  $t_{\text{table}}$  ( $2,179 > 0,167$ ) with degree freedom 62 and level of significance 0.05. In other word, the probability ( Sig. 2 tailed) was lower that the level of significance (  $0,000 < 0,05$ ). Because  $t_{\text{count}} > t_{\text{table}}$  and  $p < 0,05$ , it can be assumed that the null hypothesis of no difference was rejected. This result indicated that after the snowball throwing technique was used to teach grammar, the obtained of post test scores were significantly different with pre-test scores. In other words, teaching grammar using snowball throwing technique is effective for the students.

#### B. The Implication of Research Result

##### 1. Theoretical Implication

The result showed that the snowball throwing technique was better than using conventional technique in teaching grammar. It is related with the

theory that was proposed by Diyah and Yuli in their research which stated that snowball throwing technique can improve the students' comprehension in learning grammar. This gives an indication that in learning grammar it is more effective to use the snowball throwing technique.

## **2. Practical Implication**

The results of this study can be used as input for teachers and prospective teachers to improve the technique in teaching English, especially in teaching grammar. By using the snowball throwing technique, the educators will get the easier way to teach English. Basically, the use of snowball throwing technique make the teacher can deliver the subject matter in the form of a game. In addition, the teacher also does not take too much time to prepare the media used in the class.

The students also can use snowball throwing to learn another subject. As we know that basically the snowball throwing technique is a game, this technique can also make it easier for students to remember the material. The benefits to use this technique can avoid the boring session in the class and can increase the students' skill.

## **C. Suggestion**

At the end of this thesis entitled "The Effectiveness of Snowball Throwing Technique in Teaching Grammar at Eighth Grade Students in SMP N 1 Gandrungmangu, rooted in the result of the research using snowball throwing technique in teaching speaking English, some suggestions can be made as follows:

### **1. For the teachers**

- a. The teacher should be familiar with snowball throwing technique in teaching activity.
- b. Interesting method can increase students' motivation and encourage students to speak in front of the class.
- c. The teacher could provide this method in all of the materials

**2. For the Students**

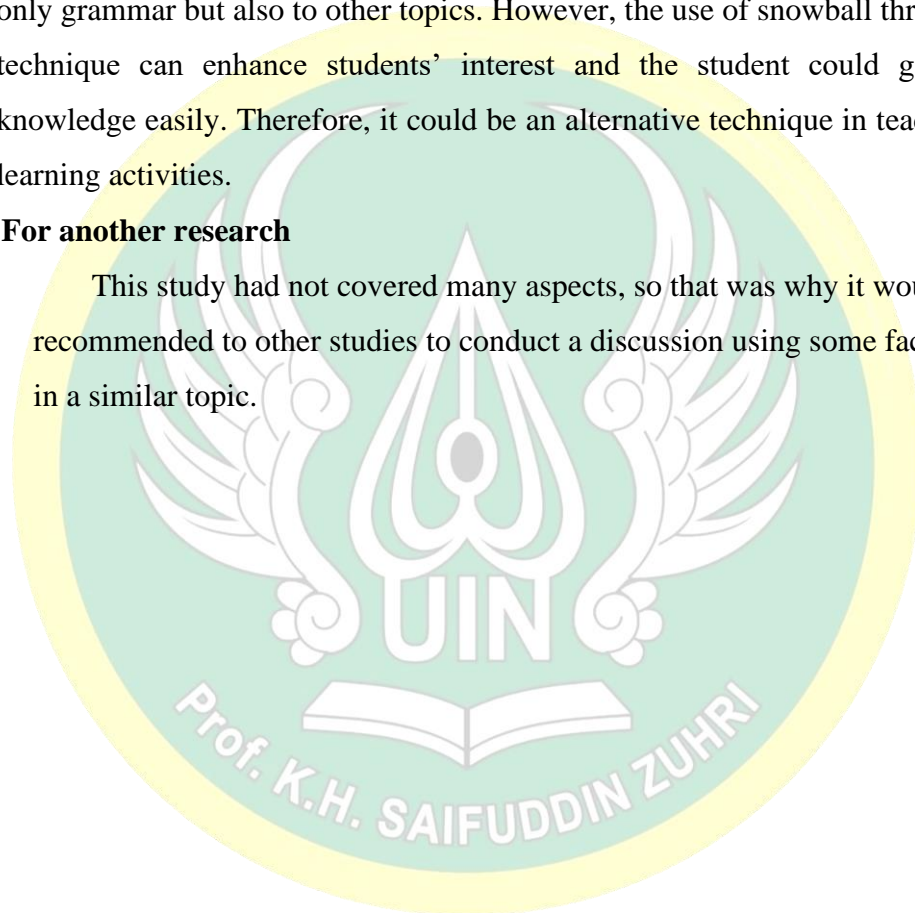
- a. The students should learn and more active in learning English, especially grammar, though they are not in the class.
- b. Hoped that students were more interested and excited in studying English, especially grammar, by using snowball throwing technique in the class.

**3. For the Schools**

Snowball throwing technique could be applied in teaching English, not only grammar but also to other topics. However, the use of snowball throwing technique can enhance students' interest and the student could get the knowledge easily. Therefore, it could be an alternative technique in teaching-learning activities.

**4. For another research**

This study had not covered many aspects, so that was why it would be recommended to other studies to conduct a discussion using some factors in a similar topic.



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