THE USE OF SNOWBALL THROWING MODEL IN LEARNING AT MA QURRATUL UYUN PAMEKASAN

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Abstract: This study aims to investigate the ways teachers of MA Qurratul Uyun implementing snowball throwing in learning as well as their obstacles in implementing it. This research uses qualitative by using descriptive approach. The participants of this study are the teachers at MA Qurratul Uyun. The data are obtained through observation, interview, and documentation. The result shows that teachers give the students materials and make groups as well call one of the students in each group to give clarification about items. Each leader of group take one ball and text, then return to each group and explain the material which the teacher has explained to his or her friends. Each cluster takes a text in ball and make a question based on text, after that they throw to another groups. Then, the teachers give chances to the students to answer the question, and the last the teacher offer conclusion based on the student's respond. The problem of the teachers is the students are getting lazy to read of the text. Therefore, it is important for the teachers to select appropriate text to increase their motivation in learning**. This kind of model is an alternative solution to provide effective learning to the students.

Keywords: *Learning, model, snowball*

Introduction

English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers; it is the most common second language in the world.

English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English.

Whether people are looking for a new job or planning to travel the world, studying English can help people progress in life both personally and professionally. People can compete in the global job market, increase people career skills and start to meet people around the world. It's easy to see just how important English is around the world. Many international businesses conduct meetings in English; universities teach courses in English and, around the world, tourists and travelers use English as a common language.

The process of learning English as a foreign language is different from the process of learning English as a first or a second language. Learning English as a foreign language takes more time and involves a longer process. Lack of opportunity to learn and lack of opportunity to use the language make a learner find it difficult to learn the language.

Learning English is one object that still requires improvements in the learning process. Because English is a second language after their mother-tongue, then the learning process should be paid attention very much. In English language teaching, an aspect that is very aware of in terms of the method. Because, the success or failure of a program of English language teaching is often assessed in terms of the method used, the method determines the content and how to teach the language.

English is a second language in Indonesia. It becomes the central area under discussion in the national curriculum. People learn English because some reasons, in some ways, they want to be able to communicate in English. In learning English, the student should master four language skills. They are listening, speaking, reading, and writing. Language skills are usually grouped as receptive skills: listening and reading, and productive skills: writing and speaking.

Learning English is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

In learning process the students in MA Qurratul Uyun at seventh grade are lazy to read because the text is difficult. Beside that the students have limited vocabularies to understand the meaning of the text. The students have limited vocabularies because they do not practice their English in daily activity, they only study in their school, so it makes students have limited vocabularies. There is some students dislike to read because reading is bored activity. In implementing snowball model, the teachers have missing steps in teaching learning process. It determines the run of smooth teaching learning process. Therefore, it is important to discuss more about the ways teachers using this subject as well as their obstacles in using it.

Research Method

This research uses qualitative research. Qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry that explores a social or human problem. This means that qualitative researcher study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring them. researcher uses qualitative research because this model is suitable with the condition of students, and this research find phenomena in teaching learning process like; student's ability on reading skill and the teacher uses this model. The researcher hopes the teachers have to find out a special teaching method to facility the students to solve their problems.

The sources of data in this research are the English teacher at MA Qurratul Uyun. The data are obtained through observation, interview, questionnaire, and documentation. Observation is a basic method for obtaining data in qualitative research and is more than just hanging out There are two kinds of observation, namely: participant and non-participant observation. Participant observation, the observer involved in the daily activity which the objects are being observed or it is used as the source of research data. The observer also actively participates to do what is done by data source and experience events in the same way as the participants. Non-participant observation, researcher observes without participating or taking any active part in the situation.

In this case, researcher uses non-participant observation. The researcher observes the teacher and students' activities during teaching learning process. The researcher used observation checklist collecting the data, when teaching learning was being done. To know the data are valid or not the researcher used it.

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. In this research, the researcher uses structured interview to have good preparation for the interview. The researcher just interviews English teacher of seventh grade at MA Qurratul Uyunin teaching reading by using snowball throwing and about students condition when reading text. The interview consists of six questions.

Questionnaire is a data collection method in which respondents read and answer question in written format. it has purpose to get some information and data related to the problem of the study that will be observed. Questionnaire is used to attain the information about the student's responses during the implementation of snowball throwing model in teaching reading. The questionnaire is distributed after all the observations have done. In this instrument, researcher used closed-ended question / questionnaire. It was written in Indonesia to avoid difficulties in understanding the item given. The questionnaires consist of seventh items. The second step of collecting data is documentation. The function of documentation is to know the phenomenon the object of the research. Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

Data analyses in this research are: organizing the data, classifying the data, verifying the data, analyzing the data and, making conclusion. All the data gotten by classified, because it makes the researcher easy in presenting the data. Classifying is used to make all the data are ready to present. In this step, the researcher classifies the data based on the result of observation, interview, questionnaire and documentation. In order to get the valid data, the researcher checks the students' activity in teaching and learning process, it is suitable or not based on the researcher's hope. By verifying the data the researcher knows the situation in the fact, what the students have done in the class, and what the researcher should do.

To check the data whether it is complete or not the researcher verifies the data which are got when there is interview with English teacher of seventh grade at MA Qurratul Uyun and taking a note when the researcher researches in teaching learning process. After getting what the researcher needs, the researcher begins to analyze the data. The researcher presents the data and describes the result of the observation that is obtained in the class condition, the teacher's activity in leading the implementation of repetition drill on teaching English material especially pronunciation and also the students' activities in the classroom. After analyzing the data gotten from observation and documentation, the researcher makes conclusion as the last step of data analysis. The researcher make conclusion of the research.

Finding and Discussion
Finding

The following the steps are the ways teachers at MA Qurratul Uyun use snowball throwing model in learning. The steps are (1) the teacher divided the class into 5 groups that consisted of six students, (2) choose one of the student as the leader

of the groups, (3) the teacher called each leader of the groups and explained to all of the leader the rules of this game, (4) after each group got one ball that contained some questions the teacher gave opportunity to the groups to answer the questions from other group, (5) they discussed the result from all of the answer to other groups, and (6) the groups did this activity until all of the groups finished answering the question. It made the teacher shortened the time to give instruction.

Moreover, in implementing this kind of model, the teachers are still having some kinds of problems or difficulties those are (1) teacher still got difficulty when she wanted to give instruction to the students. There were five students did not understand what the meaning of the text, because the students had limited vocabularies, two students said the text was long enough so the students felt bored in the class, (2) the situation in the class was not conducive. It made teaching and learning process boring. The students asked other friends about the meaning of the text. There were three students felt sultry, hungry, sleepy, and did not focus on reading. It made other students did not concentrate to read and made questions or answered questions. There were two students did not understand about teaching model or method that used by the teacher. So, the students were not interested in the teacher's explanation. There was one male student got difficulty to read text in English, because he did not read the text his home, he just read text in the class. So it made the student lazy to read.

The followings are the ways teachers of MA Qurratul Uyun solve the problems: (1) the teachers give not only indoor learning, but also outdoor learning, (2) the teachers offer colorful media to stimulate learning, and (3) the teachers invite the students to watch movies, films, etc.

Discussion

Snowball throwing is one type of cooperative learning model. The selection of snowball throwing learning model is considered right, because this learning model can involve students' activeness through rolling game and then throw "the snow ball" or the paper. Moreover, this learning model dig students' creativity to write the questions and answers at once.

This model can develop students' thinking ability by making and answer questions, students are actively involved in learning so that learning becomes effective, and the three aspects (affective, congitive and psychomotor) can be achieved. In addition, the learning model of Snowball Throwing can also help students build material concepts and help teachers to know the extent to which the knowledge and ability of students on the material Huda (2014:226). The result of the research by Hanum (2015) concludes that the cooperative learning model of Snowball Throwing type can improve the learning result of the students. It is in line with Akhiriyah (2011) which concluded that the model of learning snowball can increase teacher activity, student activity, and the learning result.

Snowball Throwing, which is a series of learning activities of students in groups to work together to master subject matter. This learning model trains students to be more responsive to receive messages from other students in the form of snowballs made of paper and convey the message to friends in one group (Agustina, 2013) This model can provide opportunities for friends in groups to formulate questions systematically (Widodo, 2009). Amiruddin and Tafrilyanto (2018) and Amiruddin (2018) state that the interaction provided in learning increase the input of students in English. One of the advantages of the Snowball Throwing learning model is that students are actively involved in the learning process, learning becomes more effective and all three aspects of knowledge, attitudes, and skills can be

achieved. In addition, it decreases the anxiety level of students (Amiruddin and Suparti, 2018). The weakness of Snowball Throwing is that it is difficult for students to make questions properly and correctly, and it is difficult to understand by students who receive questions that are less clear in direction so that it is troublesome in answering these questions. To cover up the shortcomings of snowball throwing, problem solving is used. Problem solving has the potential to train students to think creatively in dealing with various problems, both personal and group problems to solve themselves or together. The teacher's job in Problem Solving is to give cases or problems to students to solve (Sani, 2014: 243). Problem solving offered by the teachers help the students to have more motivation in learning (Jannah, et al, 2019). The environment of MA Qurratul Uyun help the facilitate the students to have intake and meaningful input (Amiruddin and jannah (2019).

CONCLUSION

It can be concluded that the use of snowball throwing in at MA Qurratul Uyun are (1) the teacher divided the class into 5 groups that consisted of six students, (2) choose one of the student as the leader of the groups, (3) the teacher called each leader of the groups and explained to all of the leader the rules of this game, (4) after each group got one ball that contained some questions the teacher gave opportunity to the groups to answer the questions from other group, (5) they discussed the result from all of the answer to other groups, and (6) the groups did this activity until all of the groups finished answering the question.

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