

## Application Of Snowball Throwing Learning Model To Improve Learning Outcomes of Writing Simple Dialogues

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### Abstract

Based on the initial survey the learning outcomes of the fifth-grade students of SDN Tasikharjo, Jenu District, Tuban Regency in the Indonesian language subject, the material for writing simple dialogues are still low. The purpose of this research is to improve the learning outcomes of fifth-grade students in the Indonesian subject matter of writing simple dialogues by applying the snowball throwing learning model. This research is a classroom action research using quantitative and qualitative approaches. Data were collected through observation sheets, test instruments, and documentation, then analyzed using descriptive quantitative and qualitative descriptive methods with information obtained that the learning outcomes of Indonesian students in writing simple dialogues using the Snowball Throwing learning model in class V SDN Tasikharjo have increased. Quantitatively obtained data from the results of learning cycle I students get an average score of 73.6 then increase to 80 in cycle II. Meanwhile, qualitatively it shows that students are very active and enthusiastic in the learning process using the snowball throwing learning model. This can be seen in the results of the observations made.

Keyword: Snowball Throwing, Learning Outcomes, Writing Skills;

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### 1. Introduction

Changes in education in the era of globalization are very influential in achieving one's educational success. At this time one can follow the development of science and technology, so improving the quality of human resources has a strategic position for the success and continuation of national development. The right place as an effort to increase human resources in education. Education consists of various levels, ranging from elementary school, junior high school, and high school. One of the concerns of many is the low quality of education or the output produced by formal education institutions. In this case, the targets are teachers and educational institutions, parents do not look at aspects of the family and environmental conditions. Factors that influence the family environment are forming a child's discipline attitude which includes parental attention and affection, parental integrity, family harmony, and exemplary nature or examples from parents. Directly or indirectly, the family environment is very influential on behavior in children's development and even learning achievement. Family education is the basis of children's education to determine further education, both school, and community. In school children are taught various materials that can support the formation of child discipline.

One of them is Indonesian language learning directed at improving students' ability to

communicate in Indonesian properly and correctly. Therefore, students must understand the importance of Indonesian through learning Indonesian at school. The skills that must be mastered by students in learning Indonesian include the ability to read, listen, write, and speak. One aspect of language that must be mastered by students is the ability to write. The essence of writing is a process that uses symbols (letters) to compose, record, and communicate and can accommodate aspirations that can entertain, provide information, and increase knowledge. According to Dalman (2015) "writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium." In one article, it is possible to have more than one purpose, for example, an author wants to provide information as well as to influence the reader. Writing is a creative communication process by pouring the ability to deliver messages (information) in writing to certain parties using written language as a tool or medium. Writing activity is a part that cannot be missed by every student in the whole learning process. Writing will be done using both hemispheres of the brain through the process of linking words, sentences, paragraphs, and between chapters logically so that they can be understood. One of the writing skills learned in elementary school is writing simple dialogues. Writing dialogue is writing a conversation between two or more people. Writing dialogues must pay attention to the content of the story and its role. The content of the story must be adjusted to the theme and given a problem (conflict) in the story to be made. Conflicts can be inner (feelings), or conflict with one character with another, to make it easier for students to adjust the character of each individual.

Dialogue can also help foster students' attention to the lesson and develop their ability to use their knowledge and experience functionally. Waluyo (in Sony Ary Wibowo & Mila Roysi, 2018) states that dialogue is the hallmark of a drama, in the preparation of dialogues one must pay attention to the conversations of the characters in everyday life and the variety of language used is the communicative spoken language and not written language. The dialogue itself is writing that is presented from the results of a conversation or speech between two or more people. Without realizing it, dialogue is also usually done during the question and answer with opponents in their daily lives. In addition, the interview with the resource person is also a dialogue or conversation. Dialogue is one way to obtain information, knowledge, or exchange ideas which are usually carried out by two or more people by asking questions directly to certain sources or figures.

According to Huda (2013), Snowball Throwing is learning that was first adopted from a physical game where a lump of snow is thrown with the intention of hitting another person. Meanwhile, the Snowball Throwing learning model is the development of a discussion learning model and is part of a cooperative learning model. However, in this model, learning activities are arranged in such a way that the teaching and learning process can take place more pleasantly (Shoimin, 2014).

In the implementation of the teaching and learning process in the classroom, the teacher is not only an educator, mentor, and director as well as a source of knowledge as well as a motivator who is responsible for the overall development of the student's personality. In student-centered learning, understanding the context of students becomes a very important part, because this is where the whole design of the learning process begins. The relationship between teachers and students becomes a mutually learning relationship and builds each other. Many learning models have been developed by

teachers which basically make it easy for students to understand and master certain knowledge and make the learning process fun. One of the appropriate learning models used to write simple dialogues is the snowball throwing model.

The description of this model is that after the teacher delivers the material, the students are formed into groups and the leader is determined. Then the teacher gives an explanation to the group leader which must be conveyed to its members, each student is divided into one worksheet to write down any questions regarding the material that has been explained by the group leader, the paper is made like a ball and thrown from one student to another. On the other hand, after students get one ball/one question, students are given the opportunity to answer the questions written on the ball-shaped paper in turn. If you pay attention to the learning pattern using the Snowball Throwing model, it is interesting to practice it in learning to write simple dialogues. Not only do students understand the teaching material, but students feel happy. Through the Snowball Throwing learning model, the teacher can explain how to compose and develop dialogue writing skills. Dialogue is an important element of a drama, for example, in dialogue, it reveals the character of the characters or the setting in the story.

The results of research that are relevant to the Snowball Throwing learning model are research conducted by (Ade Gustomo, 2015) which states that snowball Throwing learning can improve learning outcomes of competencies in improving the clutch unit and operating system components. The research conducted by (Purbowo, et al 2012) states that snowball learning is effective learning so that it can be used as an alternative in making mathematics learning effectively on circle material. In addition, research was also conducted by (Yusriyanti, Khusna Maulida, et al. 2019) that the Snowball Throwing model in the thematic learning of sub-theme 2 "Kayanya My Country" can improve learning outcomes, both in cognitive, affective, and psychomotor aspects of students.

Seeing the positive influence caused by learning the snowball throw as well as the explanations described above, the snowball throw learning model can be applied in learning to write simple dialogues. This research was conducted as an effort to improve students' writing skills in teaching materials "writing simple dialogues". The author tries to apply the Snowball Throwing learning model to motivate students and provide a new color in the delivery of teaching materials for writing simple dialogues. This research is also able to provide solutions and innovations in learning the Indonesian language and literature, especially fun writing learning.

## **2. Research Method**

The research method is the method used by researchers in collecting research data. By using the research method, it will be known that there is a significant relationship between the variables studied so as to produce conclusions that will clarify the picture of the object under study. Sugiyono (2017:2) revealed that "research methods are basically a scientific way to obtain data with certain goals and use".

The research method used is descriptive quantitative and qualitative descriptive research methods. By using the research method, it will be known that there is a significant relationship between the variables studied so that the conclusions will clarify the picture of the object under study. According to Sugiyono (2017:29) descriptive research method, namely the descriptive research method is carried out to determine the existence of independent variables, either only on one or more variables (stand-alone

variables or independent variables) without making comparisons of the variables themselves and looking for relationships with other variables.

### *1.1. Reserch design*

This research is classroom action research. This research was conducted in two cycles wherein one cycle there were two meetings using a research design according to Arikunto, et al (2010:16) which in general there are four general stages, namely planning, implementation, observation, and reflection.

### *2.2 Independent Variables and Bound Variables*

The independent variable in this study is the use of the Snowball Throwing learning model. The dependent variable in this study is student learning outcomes after using the Snowball Throwing learning model in simple dialogue writing skills. The population in this study were fifth-grade students at SDN Tasikharjo, Jenu District, Tuban Regency. The number of students is 36 students consisting of 14 male students and 22 female students, all students are combined without any separation whether they have high, medium, or low abilities.

### *2.3 Data collection techniques*

Data collection techniques used in this research are observation, documentation, and test/evaluation. Observation is the process of systematically observing and recording the observed symptoms. The activities carried out at this stage are conducting observations for classroom learning, and the results will be used as initial data in the study. Observations were made from the beginning of learning to the end of learning carried out by class teachers and researchers. In addition, observation activities are carried out to observe student activities during the learning process. The documentation method in this study was used to obtain information about the list of student names, the list of grades, and learning tools. While the test method in this study was used to obtain data on student scores after learning. The test will be given twice to measure student learning outcomes. The initial test will be given before being treated with the Snowball Throwing model, while the second test is given at the end of the lesson (posttest) after being given treatment using the Snowball Throwing model. The form of the test used is in the form of multiple-choice questions.

### *2.4 Data Analysis Techniques*

The data analysis technique in this study is quantitative and qualitative data which is used to measure the improvement of class student learning outcomes. Data analysis is a simplification selector to organize data systematically and rationally for research purposes. The purpose of data analysis is to simplify the data so that it is easy to understand and to clarify the interpretation of the data obtained in the field.

## **3. Result and Discussion**

This research was conducted on fifth-grade students at SDN Tasikharjo Cycle I was carried out on May 9 2018 and May 12, 2018. The second cycle was carried out on May 14 2018 and May 17, 2018. The results of the analysis in the pre-cycle stage of the

learning outcomes of grade V SDN students Tasikharjo Academic Year 2017/2018 shows that classical learning completeness only reaches 27.8%, while students who do not complete 72.2%, based on this, the average Indonesian learning outcomes for writing simple dialogues for class V SDN Tasikharjo in the 2017/2018 school year if calculated classically, the score is 53.3 while the Minimum Completeness Criteria (KKM) which is the reference is 75. The results of the pre-cycle analysis can provide an illustration that most students need to get attention in improving learning outcomes, especially students who score below the KKM.

Table 1. Data on the increase in the value of students who achieve complete learning

No.	Student learning outcomes	Pre Cycle		Cycle I		Cycle II	
		amount	%	amount	%	amount	%
1.	Completed	10	27,8%	20	55,6%	33	91,7%
2.	Not Completed	26	72,2%	16	44,4%	3	8,3%

### 3.1 Cycle I

Classroom action research was carried out in two cycles, each cycle using a time allocation of 2 x meetings (4 x 35 minutes). Cycle I was held on May 9, 2018, and May 12, 2018, which was attended by 36 students. In the first cycle, it was explained that there were 20 students who completed and who did not complete or got scores below the KKM as many as 16 students. Based on the results of the simple dialogue writing skills test, the fifth-grade students in the first cycle obtained the classical average score of 73.6 with a presentation of 55.6%. Comparison of the percentage of classical completeness of students' simple dialogue writing skills, namely students whose scores are below the KKM is 16 students with a percentage of 44.4% while students whose scores are above the KKM are 20 students with a percentage of 55.6%. Judging from the classical completeness, which is 73.6 with a presentation of 55.6%, it has not met the indicator of the success of classical completeness which is 75%.

The results of observations of student learning activities during the learning process in the first cycle obtained an average of 14 with a percentage of 59% in the "enough" category. Based on these data, student learning activities have not yet reached the indicator of success, namely 75%. If analyzed from the data, it occurs because of the lack of teaching skills from the teacher, even the enthusiasm of students because the teacher is less motivated towards students, students are less cooperative with the team, noisy when the teacher starts learning, class conditions are not conducive, this is because the teacher is less able to manage the class and pay attention to students.

### 3.2 Cycle II

Classroom action research in cycle II was carried out in two meetings (4 x 35 minutes) on 14 May 2018 and 17 May 2018 which was attended by 36 students. In the second cycle of learning activities, the teacher applied the snowball throwing learning model to the material for writing simple dialogues, which saw a significant increase. The results showed that there were only 3 students who did not complete and 33 students completed or scored above the KKM. Based on the results obtained, it can be

illustrated that the simple dialogue writing skills of fifth-grade students obtained an average classical value of 80 with a percentage of 91.7%. Comparison of classical completeness presentation of simple dialogue writing skills in cycle II as many as 33 students who completed with a percentage of 91.7% and 3 students who did not complete with a percentage of 8.3%. Judging from classical completeness in cycle II, the classical average value of 80% was obtained with a percentage of 91.7% which was in the "very good" criteria so that it can be concluded that the value of simple dialogue writing skills in cycle II has met the predetermined success indicators, namely 75 with a minimum completeness percentage of 75%.

Furthermore, the results of the observation of student learning activities during the learning process cycle II obtained an average score of 20.5 with a percentage of 85% in the "very good" category.

Based on the results of the study by applying the snowball throwing learning model which was carried out in the first cycle, there had been an increase but there were still those who had not reached the expected criteria. The obstacles in the first cycle have been corrected in the second cycle which include: the teacher begins to motivate and explain the meaning of cooperation in groups. The problems that arise in the first cycle such as lack of enthusiasm of students, noise when learning, this class that is not conducive can be reduced by the teacher motivating and explaining the meaning of working in a team so that students are able to work together and have responsibility. Based on the results of the observation of student activities in cycle I and cycle II, Indonesian language learning skills in writing simple dialogues have increased, as seen from the results of the average observation of student activity in cycle I to cycle II, which is 59% to 85%.

The results of the research on writing simple dialogue skills using the snowball throwing model experienced a very significant increase. Judging from the classical completeness in the first cycle, the average value was 73.3 with a percentage of 55.6% and in the second cycle, the average value was 80 with a percentage of 91.7%. The increase was due to the teacher applying the snowball throwing learning model during the learning process. It can be concluded that the application of the snowball throwing learning model can improve simple dialogue writing skills for class V Tasikharjo Elementary School in the 2017/2018 school year.

#### **4. Conclusion**

Based on the results of the research and discussion, it was concluded that the Snowball Throwing learning model could be applied to the material for writing simple dialogues for class V at SDN Tasikharjo, Jenu District, Tuban Regency and learning Indonesian language learning materials for writing simple dialogues carried out using the Snowball Throwing learning model could improve student learning outcomes. In the first cycle, the number of students from 36 students was 28 people who completed as much as (77.8%), increasing in the second cycle to 33 students from 36 students who were said to be complete, namely 91.7%. Therefore, student learning outcomes through the Snowball Throwing learning model can improve student learning outcomes as evidenced by the results of increasing cycles I to cycle II.

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