Increasing the Students' Writing Skill in Recount Text through Snowball Throwing Method at the Tenth Grade of SMK Negeri 1 Gunungsitoli Barat in 2022/2023

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Abstrak

Menulis adalah salah satu keterampilan penting yang harus dipelajari oleh siswa. Namun, siswa memiliki beberapa masalah dalam pembelajaran menulis yang menyebabkan KKM tidak dapat dicapai oleh siswa khususnya dalam menulis teks recount. Permasalahan tersebut adalah kurangnya kosakata siswa, kurangnya keterampilan siswa dalam mengorganisasikan ide, siswa tidak dapat menggunakan kata kerja dan tata bahasa dengan benar, dan siswa tidak dapat mengidentifikasi struktur umum teks recount. Oleh karena itu, tujuan penelitian ini adalah untuk meningkatkan kemampuan menulis siswa dalam teks recount melalui Metode Snowball Throwing. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK) dan diterapkan dalam dua siklus. Setiap siklus terdiri dari beberapa prosedur yaitu perencanaan, tindakan, observasi, dan refleksi. Hasil dari Siklus I menunjukkan bahwa sebagian besar siswa belum mampu mencapai KKM dimana tidak ada siswa yang berada pada level "Sangat Baik" (0%), 4 siswa berada pada level "Baik" (22,22%), 10 siswa berada pada level "Cukup" (55.56%), dan 4 siswa berada pada level "Kurang" (22.22%). Rata-rata keterampilan menulis siswa pada Siklus I adalah 65.78. Sedangkan pada Siklus II menunjukkan bahwa seluruh siswa telah mencapai KKM, yaitu 13 siswa berada pada kategori "Sangat Baik" (72,22%), 5 siswa berada pada kategori "Baik" (27,78%), dan tidak ada siswa yang berada pada kategori "Cukup" dan "Kurang". Rata-rata keterampilan menulis siswa pada Siklus II adalah 80,89. Berdasarkan hasil di atas, terbukti bahwa metode Snowball Throwing meningkatkan keterampilan menulis siswa dalam teks recount.

Kata Kunci*: Menulis, Teks Recount, Metode Snowball Throwing*

Abstract

Writing is one of the important skills that must be learnt by the students. However, the students had several problems in learning writing which caused the MCC were not able to achieve by the students especially in writing recount text. They were the students were lack of vocabulary, the lack of students in organizing ideas, the students were not able to use verb and grammar correctly, and students were not able to identify the generic structure of recount text. Therefore, the aim of research was to increase the students' writing skill in recount text through Snowball Throwing Method. The research was conducted by using Classroom Action Research (CAR) and it was applied in two cycles. Each cycle consisted of several procedures namely planning, action, observation, and reflection. The result of Cycle I showed that most of the students were not able to achieve MCC where no student in "Excellent" level (0%), 4 students in "Good" level (22.22%), 10 students in "Fair" level (55.56%), and 4 students in "Poor" level (22.22%). The average of students' writing skill in Cycle I was 65.78. While the result of Cycle II showed that all of students have been achieved MCC where 13 students in

"Excellent" level (72.22%), 5 students in "Good" level (27.78%), and there was no student in "Fair" level and "Poor" level. The average of students' writing skill in Cycle II was 80.89. Based on the result above, it proved that Snowball Throwing Method increases the students' writing skill in recount text.

***Keywords**: Writing, Recount Text, Snowball Throwing Method*

Introduction

English is a second language that can be used in every country in the world or it can be called as international language. As international language, it has the essential role to fulfill every need of human such as in the field of economy, social, science, education, technology, politic, and tourism. It is essential to be mastered by human either oral or written form. In mastering English, every country has various ways to teach English for students, one of them is Indonesia. Especially in Indonesia, one of the ways in teaching English for citizens is by using English as the course that should be taught for young generation in school.

There are four language skills that must be mastered by the students in learning English they are writing, reading, speaking, and listening. Writing is one of the important skills that must be owned by the students. It is supported by Tarigan (1987:2) in Harahap and Ashadi (2020) states that writing can be modified from imitating or depicting graphic symbols include alphabet, punctuation, word, phrase, sentence, and others in written form to be read and understood by the reader.

In composing the text, the students are free to convey their feeling, ideas, information or message in written form. Besides that, the students must be owned the ability to analyze the text because writing is not only to write but also need to understand who the target is. In other words, writing is the communication tool in written form. It's supported by Harahap and Ashadi (2020), "Writing is an activity that arranges or organizes thoughts, ideas using a series of sentences in the written language." It means that, writing is an activity to produce the text by developing and communicating thoughts and ideas that come from the author in written form through the series of sentences that can be used by everyone according to their needs.

There are several types of the text that should be learned by students in learning writing, one of them is recount text. Ayu Sonia (2016:8) in Indriani (2019) argues, recount is a text that tells about an event or experience in the past or all of things that have happened in the past either the author's personal or historical events. In addition, Rosalinah et al. (2020) in Umar (2022) state that the aim of recount text is to help students in remember the event or experiences that have happened in a sequence story by following the generic structure of recount text. Thus, when students or other people tell about past events in written form, it can be called as a recount text.

According to Regulation of the Minister of Education and Culture No. 37 of 2018, ability and skill competencies especially at the tenth grade are formulated in core competence and basic competence. Basic competence expects the students to be able to compose oral and written recount text in the form of biographies related to famous figures by paying attention to social functions, text structure, and linguistic elements correctly according to the context. Based on syllabus of 2013 Curriculum at the tenth grade of SMK Negeri 1 Gunungsitoli Barat, writing is one of the important skills that should be learned by the students. To achieve the learning's goal, the school has decided the Minimum Competence Criterion (MCC) was 70 as a benchmark of students' success in writing skill.

Based on the researcher's observation on March 07, 2023 at the tenth grade of SMK Negeri 1 Gunungsitoli Barat, there was a gap between expectation and reality

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where the students were not able to write the recount text correctly which caused the Minimum Competence Criterion (MCC) could not be achieved by the students. The students were not able to write the recount text correctly due to several problems. These problems were first, the students were lack of vocabulary due to their limited or poor vocabulary. Second, the lack of students in organizing ideas caused by incomplete idea and the meaning of paragraph was still unclear, so the students were not able to arrange or organize their ideas well. Third, the students were not able to use verb and grammar correctly due to the difficulties in choosing correct verb, they did not know the form of verb II in past tense, and also grammatical errors. Fourth, the students were not able to identify the generic structure of recount text. For example, on holiday end semester, I go holiday in house grandmother, there we holiday for three days. Based on the example above, there were problems in the sentence either the aspect of vocabulary, grammatical, and so on.

The problems above were caused by the low quality of the teaching and learning process. One of them was how the teacher taught material to students or related to the teacher's strategy or method. It's supported by, Djamaroh (2022) in Fatkhurrokhman et al. (2018) states that strategy is a way or method that used by the teacher in general with the purpose to achieve the learning objective. In line with the research conducted by Dr. Isa, S.G. et al. (2020) entitled: The Impact of Teaching Methods on Academic Performance of Secondary School Students in Nigeria. The research is aimed to examine the relationship between teaching methods and academic performance of secondary school students in Nigeria. The result of this research showed most of teachers' methods of teaching have great effect on students' academic performance. Therefore, the teacher's method or strategy had the important role in teaching, thus affected to students' learning outcomes. The teacher

should use the suitable and effective method or strategy to overcome students' problems in learning.

Therefore, the researcher wanted to solve the problems above by using Snowball Throwing Method to increase students' writing skills in recount text. Based on the research conducted by Fatmawati (2018) entitled: The Use of Snowball Throwing Learning Model in Improving the Writing Ability. The result of this research showed the use of Snowball Throwing Learning Model of learning process could improve significantly the writing skill of the tenth year students of SMA Negeri 1 Halteng. In addition, the research had been conducted by Lestari et al. (2019) entitled: The Influence of Discovery Learning and Snowball Throwing Method in Improving Writing Skills of High School Students. The result of this research showed the students' ability in writing by using Snowball Throwing Method was effective and better than using Discovery Learning and there was a change of students' value by using Snowball Throwing Method rather than Discovery Learning.

In line with the previous researches above, there were several theories from experts that relevant to this research. Harahap and Ashadi (2020) argue, Snowball Throwing is a technique of teaching that allows students to write a question on paper, the paper is made like a ball, and then throws it to others. In line with the theories above Hasanah and Swondo (2020) state that Snowball Throwing Method is a method that gives freedom for every student to build or create knowledge by giving meaning to their experience.

Based on the previous researches and theories above, the researcher believed that Snowball Throwing Method was the best solution to overcome students' problems in learning writing. The researcher used Classroom Action Research (CAR) to conduct the research in increasing the students' writing skill in recount text. It was

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not only to increase the students' writing skill, but also to increase the achievement of students, and the quality of teaching learning process by applying the Snowball Throwing Method as a solution to solve students' problems in learning writing. Based on the previous researches and theories above, the researcher believed that Snowball Throwing Method was the best solution to overcome students' problems in learning writing.

Method

The research was aimed to increase the students writing skill in recount text by using Snowball Throwing Method. In line with this aim, the researcher has implemented the procedures of research in the classroom directly. The researcher applied Classroom Action Research (CAR) that helped the researcher in achieving the aim of research. According to Cole in Phillips and Carr (2014), Action research is the ability to improve certain aspect in the classroom by seeking to discover methods that will help make a needed change or help students succeed. In line with the theory above, Arhar et al. (2001:185) in Phillips and Carr (2014) state that action research involves individual and groups related to the improvement, generating ideas, and testing these ideas in practice.

Based on the experts' theories above, it is taken conclusion that Classroom Action Research (CAR) is a type of research conducted by researcher to improve the certain aspect of teaching learning process by using the certain method. Classroom Action Research (CAR) provided benefits to increase the quality of teaching learning process, the teacher's ability in teaching by getting new method to solve the students' problems, and the students' skill in learning.

Kemmis and Mc Taggart in Syafiq (2021) state that there are four steps in Classroom Action Research (CAR), they are:
1) Planning which aims to identify a problem or issue and develop a plan of action in order to bring about improvements in specific area of the research context.
2) Action which aims to involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.
3) Observation which aims in observing systematically the effects of the action and documenting the context, action, and opinions of those involved.
4) Reflection which aims to evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

Based on the theory above, there were four procedures implemented by the researcher namely planning, action, observation and reflection. The researcher implemented procedures of the research in two cycles where each cycle consisted of two meetings.

The location of this research was SMK Negeri 1 Gunungsitoli Barat. The school is located in Lolomoyo Village, West Gunungsitoli Subdistrict, Gunungsitoli City. The subject of research was class X-TKJ of SMK Negeri 1 Gunungsitoli Barat consisted of 18 students. The researcher chose class X -TKJ because this class had problems in learning writing based on the observation that has been conducted by the researcher. There were two variables of research namely, dependent variable (Y) and independent variable (X). The dependent variable was the students' writing skill as variable (Y) and the independent variable was Snowball Throwing Method as variable (X).

The instruments of research used by the researcher depend on the kinds of data. There were two kinds of the data, namely qualitative and quantitative data. The instruments of research used by the researcher in collecting qualitative data were observation sheet and field notes. The observation sheet contained the activities of the students and the researcher during the teaching-learning process that checked by

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the teacher-collaborator with the aim to know the activities that have been done and have not been done. While, field notes was used by the teacher-collaborator to note the strength and weakness during teaching-learning process or social events that occur in the classroom. Besides, the instrument used by the researcher in collecting the quantitative data was students' worksheet.

In this research, data collecting techniques used by the research were observation and test. In observation, the researcher needed a teacher collaborator to observe the activities of researcher and students, strengths and weaknesses, and the enhancement of students' writing skill during the implementation the Snowball Throwing Method in teaching learning process. Meanwhile in giving test, the researcher asked students to compose recount text especially personal recount by using worksheet as a tool to collect quantitative data.

Furthermore, the researcher analyzed the data based on the kinds of data. The qualitative data was analyzed through reduction of data, explanation of data, and conclusion. The result of observation was evaluated by using a formula adapted from Winarsunu (2012:20) in Yanuarto and Trisnawati (2021) as follows:

$$P = \frac{F}{N} x 100\%$$

Description:
P = Percentage of Learning implementation
F = Number of activities carried out
N = Total number of activities

Meanwhile, the quantitative data was analyzed by the researcher based on the result of students' worksheet by using assessing writing include scoring rubric, formula, and classification students' score. In determining the result of the students' test, the researcher used formula adapted from Wahidin and Yahya (2020) as follows.

$$Score = \frac{Total\ Correct\ Answers}{Core\ Maximum} x 100$$

The researcher decided the students' score based on the criteria of a score level

adapted from Suastra and Menggo (2020) as follows.

Table 1. Classification of students' score

Rating	Score	Level
80-100	4	Excellent
70-79	3	Good
60-69	2	Fair
25-59	1	Poor

Result and Discussion

Result

In conducting the research, the researcher applied research in two cycles where each cycle consisted of two meetings. In meeting I of each cycle, the researcher explained the material and implemented the procedures of Snowball Throwing Method in teaching learning Process. In meeting II of each cycle, the research explained the material, implemented the procedures of Snowball Throwing Method, and also gave test for the students. The researcher gave test for the students to know the students' writing skill in recount text during the implementation of Snowball Throwing Method in teaching learning process of each cycle. The result of each cycle is explained below.

1. Cycle I

In implementing the teaching learning process in Cycle I, the researcher prepared several things, including: syllabus, lesson plan, students' attendance list, material, students' worksheet, observation sheet, and field notes. After preparing several things above, the researcher carried out several actions consisted of pre-teaching learning activities, whilst-teaching learning activities, and post-teaching learning activities. In this meeting, the researcher entered the classroom with the teacher collaborator.

In this cycle, the researcher gave a test for the students to measure the level of students' ability in composing recount text especially personal recount through Snowball Throwing Method. After the

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researcher gave the test, the researcher checked the result of students' worksheet. The result of students' worksheet of Cycle I is revealed in the Table 2 below.

Table 2. The students' writing skill of Cycle I

Rating	Level	Frequency	Percentage
80-100	Excellent	-	-
70-79	Good	4	22.22%
60-69	Fair	10	55.56%
25-59	Poor	4	22.22%
Total		18	100%

Based on the table above, it showed that no student in "Excellent" level, 4 students in "Good" level (22.22%), 10 students in "Fair" level (55.56%), and 4 students in "Poor" level (22.22%). The highest score which got by the students was 75, the lowest score which got by the students was 56, and the average of students' writing skill in Cycle I was 65.78. Based on the data above, it is taken a conclusion that many students of the tenth grade of SMK Negeri 1 Gunungsitoli Barat were not able to achieve the MCC. The MCC has decided by the school especially English course was 70. Therefore, the research result of Cycle I was unsuccessful and the researcher needed to continue the teaching learning process through Snowball Throwing Method in Cycle II.

2. Cycle II

As in Cycle I, there were several things prepared by the researcher in supporting the teaching learning process including lesson plan, students' attendance list, material, students' worksheet, observation sheet, and field notes.

In Cycle II, the researcher gave test for the students to measure the students' writing skill in recount text. The researcher analyzed the result of students' worksheet by using the guideline of assessing writing. The result of students' worksheet showed that there was progress of students' writing skill in recount text as presented in the table below.

Table 3. The students' writing skill of Cycle II

Rating	Level	Frequency	Percentage
80-100	Excellent	13	72.22%
70-79	Good	5	27.78%
60-69	Fair	-	-
25-59	Poor	-	-
Total		18	100%

The data above presented about the result of students' writing sill in recount text by using Snowball Throwing Method in Cycle II. It showed that 13 students in "Excellent" level (72.22%), 5 students in "Good" level (27.78%), and there was no student in "Fair" level and "Poor" level. The highest score which got by the students was 88, the lowest score which got by the students was 75, and the average of students' writing skill in Cycle II was 80.89.

Based on the table above, there was an increase of students' writing skill in recount text where no one student in "Fair" level and "Poor" level. It proved that all of students were able to achieve the MCC that has been decided by the school especially for the English course. Therefore, the researcher did not need to conduct the next cycle because the indicators of research had been achieved or the research was successful.

Discussion

After conducting the research by implementing the procedures of Snowball Throwing Method in two cycles, the researcher analyzed the result of the observation sheet, field notes, and students' worksheet. In increasing the students' writing skill in recount text, the researcher has improved the weaknesses that found by the researcher in each meeting so that there was a progress of the students' writing skill.

The percentage of observation's result and students' worksheet showed an increase from Cycle I to Cycle II. In each cycle especially meeting II, the researcher gave test for the students to measure the level of students' abilities in writing recount text. The result of Cycle I was not successful or

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failed because most of the students were not able to achieve the MCC. It was due to several weaknesses, they were: a) 6 students were less active to do their exercise in group, b) many errors in students' writing, c) 6 students could not follow the procedures of Snowball Throwing Method especially in making the questions, d) 5 students did not focus on the researcher's explanation, e) 5 students were not active in giving their opinion, f) 5 students were not able to make questions in English, h) 5 students did not understand the generic structure and language features of recount text, i) 4 of students did not answer the questions that they got from the other group based on the topic given by the researcher, and j) the students were lack of vocabulary.

Therefore, there were several improvements conducted by the researcher to the next cycle by applying Snowball Throwing Method, they were: a) the researcher should motivate the students to do their exercise, b) the researcher gave time for the students to discuss the errors in their writing and guided the students, c) the researcher explained more about Snowball Throwing Method, d) the researcher reviewed the previous material, e) the researcher asked the students' opinions about the generic structure and language features of the recount text based on the text distributed by the researcher, f) the researcher explained how to make question in English by giving the formula and some examples, and g) the researcher asked students to answer all of the questions before composing and developing paragraph.

The result of the students' worksheet in Cycle I showed that no student in "Excellent" level (0%), 4 students in "Good" level (22.22%), 10 students in "Fair" level (55.56%), and 4 students in "Poor" level (22.22%). The highest score which got by the students was 75, the lowest score which got by the students was 56, and the average of students' writing skill in Cycle I was 65.78.

Meanwhile in Cycle II, the researcher conducted research in the classroom by making several improvements to improve the weaknesses in the previous meeting. In the first meeting of Cycle II, there were several weaknesses found by the researcher some students were less in composing and developing their ideas in writing correctly was caused by the lack of grammar and the lack of students' grammar. To overcome these weaknesses, the researcher conducted several improvements they were the researcher explained more about the generic structure and language features of recount text included past tense for the students.

The improvements showed good result where there was an increase from Cycle I to Cycle II. Cycle II showed that 13 students in "Excellent" level (72.22%), 5 students in "Good" level (27.78%), and there was no student in "Fair" level and "Poor" level. The highest score which got by the students was 88, the lowest score which got by the students was 75, and the average of students' writing skill in Cycle II was 80.89. The result of students' worksheet in Cycle II showed the satisfactory or successful result where MCC and syllabus' expectation have been achieved by the students or indicators of the research were successful. This was due to the implementation of Snowball Throwing Method in teaching learning process where the students were able to make questions in English, active and enthusiastic in participating in teaching learning process, and understood the generic structure and language features of recount text. Furthermore, the students followed the researcher's instructions and students' skill in composing and developing recount text was increase.

Based on the research result above, it is supported by Suprijono (2013) in Harahap and Ashadi (2020) states that Snowball Throwing Method is a learning method that allows students to learn in group, explore the potential of the leadership in learning group, and also explore students' skill in making question

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combined with games which make the class more interactive, increase students' enthusiasm in learning, and changes the role of educator or teacher as a facilitator. It means that Snowball Throwing Method provides the positive impact in teaching learning process either for the students or the researcher.

However, there was a contrary in this research where the students' enthusiasm in teaching learning process was less, it proved by several weaknesses found by the researcher in each meeting as explained in the previous explanation. According to Mauliya et al. (2020) students' enthusiasm refers to students' performance, there are two factors influence the poor of students' performance namely: the factor originates from within the students and outside the environments. It's supported by Mauliya et al. (2020) state that lack of motivation is the factor from within the students which influence the poor of students' performance.

In addition, Drozdenko et al. in Mauliya et al. (2020) state that there are two significant factor interfering learning in the classroom are external and internal disturbance. External disturbance such as hard to understand instructions, class temperature, and students prefer listening to music rather than paying attention to their teacher. Meanwhile, internal disturbance such as the lack of motivation, laziness, prefer playing with other classmate, and the desire to eat in class.

Nonetheless, the result of this research was successful where the researcher carried out the improvements of each weakness in each meeting so that there was increase of students' writing skill in recount text of Cycle I to Cycle II. It is taken conclusion that Snowball Throwing Method increases the students' writing skill in recount text at the tenth grade of SMK Negeri 1 Gunungsitoli Barat in 2022/2023.

Conclusion

In this research, the researcher conducted the research in two cycles. The average of Cycle I was 65.78, the highest value was 75, and the lowest value was 56. The percentage of students' writing skill in recount text in Cycle I showed that there was no student in "Excellent" level (0%), 4 students in "Good" level (22.22%), 10 students in "Fair" level (55.56%), and 4 students in "Poor" level (22.22%).

Based on the percentage above especially in Cycle I, it showed that most of the students were not able to achieve the MCC. Therefore, the researcher conducted the Cycle II. The average of Cycle II was 80.89, the highest value was 88, and the lowest value was 75. The percentage of students' writing skill in recount text in Cycle II showed that 13 students in "Excellent" level (72.22%), 5 students in "Good" level (27.78%), and there was no student in "Fair" level and "Poor" level.

Based on the percentage of students' writing skill in Cycle I and Cycle II, it showed that there was an increase of students' writing skill in recount text, where all of the students achieved the MCC and indicators of the research have been achieved. Therefore, it is taken conclusion that Snowball Throwing Method increases the students' writing skill in recount text at the tenth grade of SMK Negeri 1 Gunungsitoli Barat in 2022/2023.

Based on the result of research above, the researcher gives some recommendation as follows.

a. The English teacher in SMK Negeri 1 Gunungsitoli Barat should use Snowball Throwing Method to increase the students' writing skill in recount text. In implementing Snowball Throwing Method in teaching learning process, the teacher should be able to attract the students' interest, knowing the students' inadequacy, and controlling students' activities by giving more chance for the students to write and using appropriate

media that increase the students' writing skill.

b. For the reader, it provides the information about how to implement Snowball Throwing Method in teaching learning process and the strengths of Snowball Throwing Method to increase the students' writing skill in recount text.

c. For next researchers, the researcher recommends to conduct the research by finding solution on how to increase the students' enthusiasm in teaching leaning process. This is because the students' enthusiasm in teaching learning process conducted by researcher was less.

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