

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In presenting the data, the researcher described the results from the field from the collection of observation sheets, interviews, and documentary data. These data will be presented in the description which is given the category based on the field.

The results of the observation data it was found that the three steps are not in accordance with the theory where the teacher does not give paper. Next step in theory the student throws the ball for more than 15 minutes. The teacher did not give the opportunity for students to answer in turn, the last the teacher gives an evaluation. Based on interviews with eight students on 2nd of march 2023, 6 gave positive responses and 2 gave negative responses are comprehension in grammar, increasing student pronunciation, develop student vocabulary, fostering speaking fluency, practice leadership and responsibility, group work solidarity, The class become nosier, and needing long preparation

1. Direct Observation

Based on the lesson schedule above, the researcher will explain the first observation sheet in class VIIIE on 15th February 2022 teaching and learning process and also followed by snowball throwing type that the teacher uses to students like:

In core the activity, the teacher conveys the material, the material in the first observation, namely adjectives in comparison with the form of questions such as what is the meaning of lazy. Then, the teacher divides students into small groups and calls the leader, the teacher forms four groups, divided into two groups of girl students and two of which are boy students. During the distribution of these groups, the class atmosphere became noisier in forming students, after that the teacher called the leader to come forward briefly explaining the adjective material and the steps in the snowball throwing type. the leader returns to the group and re-explains with the member of the group, they discuss what these adjectives are from the results of observations of students who are very active in communicating with their group members. Student prepare to create the question; the teacher asks students to prepare a sheet of paper and ask questions such as what is the meaning of lazy?. Each group creates 3 questions about adjectives in a sentence. The paper containing the question is made like a ball then throw it to another group around 3 minutes. Next, Choose the student to answer the question directly. the teacher pointed at the student to answer randomly from each group. Evaluation, the teacher checks students' understanding by asking again the language of the translation of the English vocabulary answers that the teacher has written on the blackboard.

The second of observation, the researcher will present the results of observations in class VIIIIE on 22nd February 2033 regarding the application of the cooperative model, with reference to the research objective, namely to find out the teacher use snowball throwing type through the process of teaching and learning in a classroom like:

In core activity, the teacher presents the material, the material in the second observation is the positive degree in comparison of the meanings, formulas, and examples of positive degree sentences. Then, the teacher divides students into groups and calls the leader, the teacher forms four groups, divided into two groups of girl students and two of which are boy students. During the distribution of these groups, the class atmosphere became noisy in forming of students, after that the teacher called the leadership to come forward briefly explaining the positive degree material and the steps in the snowball throwing type. the leader returns to the group and re-explains with the member of the group, they discuss about positive degree are from the results of observations, students who are very active in communicating with their group members. Student prepare to create the question; the teacher asks students to prepare a sheet of paper and ask questions. Each group creates 3 questions about positive degree in a sentence like you are as (pintar) as your sister. The paper containing the question is made like a ball then throw it to another group around 3 minutes. Next, Choose the student to answer the question directly. the teacher pointed at the student to answer randomly from each group. Evaluation, the teacher checks students' understanding by showing a black bag with a black pen, then what are the positive degrees of the two objects.

The result of the third observation in class VIII E on 1st March 2023 regarding the application of the cooperative model, with reference to the research objective, namely to find out the application of the snowball throwing type through the process of teaching and learning in class room like:

In core activity, the teacher presents the material, the material in the third observation is comparative degree. The teacher explains the meaning, the formula used if one syllable adjective uses -er and if two like words then there is the addition of more before the adjective and the example. Then, the teacher divides students into groups and calls the leader, the teacher forms four groups, divided into two groups of girl's students and two of which are boys students. During the distribution of these groups, the class atmosphere became noisy as students formed, after that the teacher called the leader to come forward briefly explaining the degree of comparison material and the steps in the snowball throwing type. the leader returns to the group and re-explains with the member of the group, they discuss how to use degree of comparison in sentence from the observations of the students have to learn to create a good sentence before making and tossing the ball. Student prepare to create the question; the teacher asks students to prepare a piece of paper and ask questions. Each group makes up 3 questions about degree of comparison in the example sentences that already taught by the teacher such as Mathematics is than English lesson. (difficult). The paper containing the question is made like a ball then throw it to another group around 3 minutes. Next, Choose the student to answer the question directly. the teacher pointed at the student to answer randomly from each group. Evaluation, the teacher checks students' understanding by asking which adjective sentences use the additions er- and more that the teacher has written on the blackboard such as beautiful need more, lazy need lazier, hard needs er.

2. Interview with the Student

Researchers conducted interview sessions with 8 students from each group representative regarding negative and positive responses during teaching and learning. To refine data from observations on how students respond to the use of the snowball throwing type which was carried out on the 2nd of March 2023.

As for the results of the researcher's interview with the first student of class VIII E, Sabela Agina. Regarding the positive response to how the snowball throwing type improves speaking skills?

*"Ketika belajar menggunakan tipe snowball throwing, saya termotivasi untuk mengetahui dan mampu menyusunnya melalui grammar dalam mengolah soal seperti *ilmi is lazier than aulia mengenai perbandingan, dimana rumus tersebut memiliki subject, to be, adjective, dan than sebagai kata perbandingan sejak saat diskusi sebagai bahan untuk pembuatan soal.*"*

The response to students' first was positive towards what students felt in increasing comprehension in grammar. Through discussion, students share knowledge about the material because it is used as material for making questions to be thrown to other groups. When the group leader is told to return to the group to explain the material and make questions, students must understand how to make structured questions. Therefore, students learn to know how a sentence of degree of comparison is well formed from the subject, to be, adjective, and than. that the question sentences from degree comparison must be correct.

As for the results of the researcher's interview with the second student, namely Abdullah about the positive response during the teacher implements snowball throwing type improves speaking skills.

“Menangkap pertanyaan bola salju kemudian menjawab, saya mendengarkan kata yang saya ucapkan salah seperti paten diucapkan dengan benar patient, hal ini dibuktikan ketika teman saya menjawab salah dengan pengucapan yang salah maka guru akan mengucapkan kata yang benar lalu kami mengikuti dengan mengulang seperti dep menjadi dip”

In the second statement from the student leads a positive response to the pronunciation. Not all students know how English words are pronounced. In the the stage of using the snowball throwing type. The student answered the ball question, but the student answered incorrectly with the wrong pronunciation. Likewise, during the evaluation, the teacher again asked about the pronunciation of vocabulary, but there were still wrong pronunciations. So that the teacher immediately justifies what the student says. With the teacher's correction when the student mispronounces the teacher then gives a signal to follow how the word is pronounced.

As for the results of the researcher's interview with the third student, namely Muhammad Fahrianoor about the positive response during the teacher implements snowball throwing type improves speaking skills.

"Pada diskusi dalam kelompok, tidak hanya berbagi pendapat, namun menolak beberapa pernyataan mengenai apa saja word yang dikategorikan

sebagai adjective dalam materi comparison sehingga saya mendapatkan kosa kata baru seperti jovial, itchy, dan clumsy Meskipun ada beberapa kata yang sulit untuk dihapalkan."

On the third response from the students emphasizing the importance of developing the vocabulary of the group. Based on observations during the discussion, if students who do not know the meaning of the vocabulary will then ask the group leader, but the group leader also does not know the meaning or vocabulary, his group mates will help him, so that students can learn together by expanding their vocabulary. The use of the snowball throwing type in which in group work students can share new vocabulary about adjective words in comparison, besides that new vocabulary is obtained by students during the throwing ball and answering questions from other groups.

As for the results of the researcher's interview with the fourth student, namely Nur Syifa about the positive response during the teacher implements snowball throwing type improves speaking skills.

"Suasana belajar yang menyenangkan membuat saya tidak gugup dalam permainan lempar bola, hal ini membuat saya tidak ragu untuk menjawab secara spontan karena materi adalah perbandingan pendapat kita dengan sesuatu yang ada di pikiran kita seperti This class is smaller than the canteen, sehingga smaller dapat disampaikan secara langsung atau mengisi pertanyaan berupa kalimat dengan kata sifat."

In the 4th response the students felt a positive response in the opportunity to practice fluency to the students' speaking skills. It can be seen from the statement above. Snowball throwing type is learning that is wrapped in a game so that learning material doesn't feel bored. During the observation when several students answered the questions from the ball, they were not afraid to speak, even students could express opinions and ideas. As long as learning students don't feel nervous, they tend to be more relaxed because the learning atmosphere they enjoy with learning points can be conveyed properly.

As for the results of the researcher's interview with the fifth student, namely Kayla Anisa about the positive response during the teacher implements snowball throwing type boost speaking skills.

“Ketika teman saya salah menjawab pertanyaan dari the meaning of clumsy is gatal, guru memberikan kesempatan untuk teman anggota lain menjawab clumsy is gatal. Melibatkan bantuan kawan untuk mencapai tujuan bersama yaitu mendapat skor; kami harus bekerja sama untuk mendapatkan skor lebih tinggi dari kelompok lain.”

The 5th student gave a positive response because the meaning of group work solidarity. This is built through solidarity in the group means that we can work together to solve a problem by connecting a problem and the knowledge gained. If a student in the group does not answer correctly, then another member can take over the role with the correct answer to the snowball question. that way, a solid group is

formed because they help each other instead of letting members into the wrong answer.

As for the results of the researcher's interview with the sixth student, namely Kayla Anisa about the positive response during the teacher implements snowball throwing type improves speaking skills

“Setelah guru membentuk kelompok, saya dipilih menjadi ketua kelompok dan kemudian saya harus bertanggung jawab dengan memeriksa materi yang sulit dari pengalaman salah satu anggota yang tidak mengerti penggunaan -er dan more. dan saya jelaskan bahwa satu suku kata ditambahkan -er (bigger) dan lebih dari satu suku kata ditambahkan more (beautiful).”

The 6th student gave a positive response from the snowball throwing type to the speaking class in training leadership and responsibility. On the results of the observation class, the teacher called each representative from the group, namely the group leader, to come forward. Then the group leader returns to the group to explain what the teacher said. After that, in the group there was a discussion of about 10 minutes for discussion, there were several leaders from the group checking by asking difficult-to-understand parts, and then help the member group, but the leader also can ask the other who have higher proficiency to explain.

As for the results of interviews with students with the name, Haliza. about the negative response to learning snowball throwing type in class is:

“Menurut saya pribadi karena tipe snowball throw adalah belajar dengan permainan, kami terlalu asyik pada saat melempar bola dengan berteriak “tangkap

bola!” sehingga mengganggu kelas yang lain. Setelah sesi melempar bola selesai masih ada murid yang melempar bola menimbulkan kegaduhan dan mengganggu fokus murid yang memperhatikan teman menjawab.”

The 7th student gave a negative response. Through learning the snowball throwing type in the speaking class it has a negative impact on classes besides because students tend to find it difficult to control their actions, they are too engrossed in the tossing the ball session resulting in loud noises that can disturb other classes and friends in class lose concentration in study.

As for the results of the last interviews with students with the name Zais Fadholi. about the negative response to learning snowball throwing type in class is:

“Ada beberapa persiapan dalam pembelajaran yang memakan waktu lama, seperti membentuk siswa menjadi kelompok, diskusi untuk menyesuaikan pemahaman materi, sehingga tidak memakan waktu singkat, kemudian membuat pertanyaan yang perlu saya pikirkan, terkadang setelah pertanyaannya ditulis. muncul ide lain sehingga biasanya saya mengganti soal, dan sesi menjawab pertanyaan dari bola.”

From the response of the 8th student, it shows that the snowball throwing type has a negative response, which requires a longer time. This is what makes the observation in pre-activity where the activity is only carried out briefly. Continuing the core activity by using snowball throwing type techniques has quite a lot of time. It is definitely different from teacher center learning which only focuses on the

teacher. However, in this lesson there is group preparation, discussion, and planning in making questions, so it requires a lot of time.

It started from the time the group was divided, to equalize the understanding of the members, the discussion time was quite long, not to mention when making snowball-shaped questions, the students in the class were quite confused. The observer had seen someone ask their group mates whether this question was correct, so several times replace questions to develop students' creativity in making questions.

So based on interviews with students that there was a response from the use of the snowball throwing type that was carried out, it could be a positive response. Because it can motivate the desire to learn and try variations of teaching techniques for the teaching and learning process for students to practice interaction, social communication, group work, and speaking abilities.

B. Discussion

1. Discussion on the Observation Result

Through the results of direct observation of the application of the snowball throwing type cooperative learning model by the English teacher for class VIII E at SMPN 23 Banjarmasin, the researcher obtained data about the teacher modifying the steps in applying snowball throwing types from the theory of Riyanto (2014), as follows:

1. The first step, the teacher conveys the material.

In the teaching and learning process, the material delivered to the subject has been determined prior to implementation. According to the teacher makes it easy for students to know what student are supposed to do. The teacher also creates interesting learning and achieves maximum learning goals.

During the observation, the materials that can be used by the snowball throwing type of cooperative learning model include material on learning English such as adjectives, positive degrees, comparative degrees, and can be used in all subjects and to practice speaking skills.

From the results carried out by the researchers, it was found that the teacher had conveyed material that matched the predetermined subjects so that students were expected to feel comfortable in learning the lesson.

Based on the observations made by the researchers, it is true that the teacher conveyed the material in carrying out this activity, namely cooperative learning of the snowball throwing type. The teacher gives a definition of adjectives and the use of positive and comparative degrees. From that according to the initial step in implementing the snowball throwing type cooperative learning model.

2. The second step is, the teacher divides the student in the group and calls the leader.

Teachers can create student-centered learning by dividing students into groups, so that the teaching and learning process is not only teacher-centered. With this method it can also make students easily solve the problem with their ideas often.

Grouping the student with the researcher made observations at SMPN 23 class VIII E and the results of these observations the researcher found that after conveys the material the teacher always divides students into heterogeneous groups. The group makes students participate in taking the role of group leader who is responsible for the understanding of group members when called by the teacher to come forward to get a brief explanation about the material and rules for playing snowball throwing type.

The learning model of the snowball throwing type cooperative learning method is a type of learning that is categorized into learning which has the characteristic that each group has a leader and teacher-directed learning, where the teacher assigns tasks and provides materials designed to develop speaking and social communication skills in the group. group. Based on the above observations, the second step is compatible with the snowball throwing type steps according to the existing theory.

3. The third step, the leader explains the material.

The researcher made observations and these results in every lesson at SMPN 23 Banjarmasin, the researcher found that in this third step the students returned to the group and explained what the teacher said about the material and rules for playing the snowball throwing type. According to the finding, the leader invites group members to discuss what adjective vocabulary is like, adjective words that include two syllables with the use of more and -er, as well as making questions

regarding the translation of a sentence. In this step, positive dependence can add insight through group work solidarity such as cooperative principles.

4. The fourth step, the students prepare the paper in creating the question.

During this step, students in groups prepare paper to make questions and questions are written on paper where each group has 3 questions. From this stage students have each role in the group, one becomes the leader, and some become members to take over the role in making questions.

The question is about the material conveyed by the teacher and discussed with the previous group leader regarding comparisons. In this case students learn to solve problems by discussing with each other making questions. In addition, training their group work to increase students' creativity in making questions about adjectives, positive comparisons, and degrees of comparison.

However, in the fourth step this is not in accordance with the theory in implementing the snowball throwing type where in theory students are given a paper sheet to make questions, but during observation students prepare their own paper to make group questions.

5. The fifth step, the student shape the paper into snowball and throw around 3 minutes.

After students make questions from each group, then the questions in the form of snowballs are thrown randomly to other groups for 3 minutes. Each group gets 3 questions to answer.

Even so, this fifth step is not in accordance with the theory in implementing the snowball throwing type where in theory the time to throw the ball from another group is about 3 minutes while in theory throwing the ball is 15 minutes. So that in the application there are modifications that the teacher uses.

6. The sixth step, the teacher gives the student to answer the question directly.

This means that in this step the teacher does not call students alternately to answer number one, two or three. But the teacher immediately showed students from the group to answer questions, then students could express ideas and opinions from the questions on the paper. So as to train the readiness of students to answer spontaneously. From here the snowball throwing type technique is related to speaking class. Steps in theory, the teacher gives the student to answer in turns. But in this step the teacher does not apply according to the theory because of the modification of this step the students are chosen randomly.

7. Seventh step, teacher gives evaluation.

In this step the teacher does it to measure the extent to which the material has been achieved, so the teacher gives a test by repeating a number of questions that are in accordance with the previous answers or the teacher makes several questions at each meeting, which questions are appropriate about the subject matter. This can be seen by while the research takes the result, this activity gives students several questions and then students can answer them together.

In implementing the snowball throwing type, this step includes the teacher's modification in applying the snowball throwing type before entering the teacher's post activity activities in providing feedback to students. Where evaluation is used to measure students' abilities with what material is implemented from the snowball throwing type technique.

From the six steps of using snowball throwing type in teaching and learning activities based on theory of Riyanto (2014), which is applied by the teacher from the observations there are 7 steps. There are some Steps are Partially applied. And some others are not implemented but there are modifications in these steps. This the teacher did not apply the steps according to the snowball throwing type theory in this study.

2. Discussion on the Interview

Each learning technique has its advantages and disadvantages. Likewise learning Snowball throwing type data from the interview results showed various responses from students, which were divided into two. Positive and negative responses.

Learning using this technique requires students to actively participate in group activities so that learning objectives can be achieved, besides that snowball throwing type learning can run well through teamwork. This learning uses paper media to explore students' potential in making creative questions and answers from expressing their ideas and ideas.

Even so, from the application of the snowball throwing type, there were negative responses which became obstacles in achieving learning objectives, because there were several obstacles which became negative responses for students who were faced by teachers at SMPN 23 Banjarmasin class VIII E.

1. Comprehension in Grammar

This learning applies the cooperative method where one works together to solve a problem, namely making questions. So if one member does not understand the formula of degree of comparison, then group mates have a responsibility to help. During discussions, students will share ideas and understandings regarding the material presented by the teacher, such as how to produce sentences about positive and degree of comparison. That students are motivated to learn about how a sentence from degree of comparison is made and used as a question in the session before tossing the ball. Therefore, students can improve their grammar skills in making adjective or degree of comparison questions. The researcher agrees with the statement by Kustiningsih (2019) that throwing type snowball can improve comprehension in Grammar.

2. Increasing student's pronunciation

Snowball throwing type can help students to improve their pronunciation skills because students listen to the teacher how to pronounce the correct word, so the more often it is heard the easier it is for students to pronounce the sound of the word even though the word is relatively new, but if the word is said many times times, then it will make you recognize how the correct pronunciation

of riches is. When hearing the mispronunciation of the word, it allows students to label their mispronunciation quite easily of the word through knowing the correct pronunciation of the wrong word. This is supported by the statement of Shoimin (2014) that proves helpful students in correcting pronunciation.

3. Develop student vocabulary

During group learning, students share vocabulary about adjectives in making degree of comparison sentences. Every time the discussion gets a new vocabulary. Using it can develop more vocabulary. In addition to discussions, new vocabulary is obtained by students during the throwing ball and answering questions from other groups. This pointed by Kustiningsih (2019). Because not all students know some vocabulary that is rarely used like. It can be concluded that the students agree by giving positive responses in developing their English vocabulary.

4. Fostering Speaking Fluency

Snowball learning develops students' fluency skills because this learning creates a fun atmosphere, students don't feel pressured, nervous, and don't get bored quickly. Instead, learning in the form of games can make students enthusiastic about solving problems and taking solutions quickly, so that they are spontaneous and don't doubt what students are talking about with what they think by catching and answering questions in the ball. This is linked to according to the ability that speaking is a skill to express ideas and opinions about something, so that it can be conveyed appropriately. Therefore, the aim of this technique is to foster speaking fluency (Kustiningsih, 2019).

5. Practice leadership and responsibility

One of the cooperative roles is the practice of leadership and responsibility, usually group members choose a group leader in implementing the snowball throwing type. According to the interviewer student as a leader, not only conveying material to the group, but must ensure that each group member achieves cooperative learning goals and is responsible for checking the understanding and difficulties of the group members so as to produce group members having good proficiency. If the group leader cannot properly explain the material presented, it will prevent group members from understanding the material. Therefore, the group leader has the opportunity to make each group member able to understand every element of the material (Shoimin, 2014).

6. Group work solidarity

Besides leadership and responsibility practices, snowball throwing type provides a positive response in group work solidarity. From students in the group participating to help friends who experience difficulties during discussions so that group members can solve problems together. According to the student, according to students, this makes it easier for students to answer by helping friends so that tasks or jobs are easily completed. Mutual assistance is an act that should be done in order to maintain unity in group work. It's done to challenge student competition scores. So that students are encouraged to work group solidarity Shoimin (2014). This activity shows cooperative activities which stimulate students to help members who have difficulties achieving, completing, and processing something for a

common goal. Moreover, besides that, group work creates a pleasant atmosphere for students because learning is more relaxed and they can work together to increase group work solidarity.

7. The class become noisy

The type of cooperative learning in this research is the snowball throwing type which makes students interested in participating in learning because it seems like they are playing with other group members, but inserts questions in the form of snowballs. From here the students tend to get too engrossed in throwing the ball back and forth. The other side of the positive form of snowball learning is class control that cannot be balanced because students can lose the control of focusing on the learning when they feel excited about the learning atmosphere that is different from the central teacher. According to the student, the students were too engrossed in throwing the ball making the class atmosphere not conducive. Indeed, during the learning process the class atmosphere is active but with the application of game-based learning it can cause noise so that it disturbs other classes and reduces the concentration of students who are serious about paying attention to learning. In Addition, Nurdianti (2017) mentions that the type of snowball throwing gives the class becomes noisier and then the student will not be aware.

8. Needing long preparation

This learning focuses on group learning in which there is preparation starting from the division of groups, time for group discussions, and combined with a series of processes from the technique used in this study, namely making questions

from ball-shaped paper. According to the student, in making creative questions, they need to think and come up with other ideas so that there is an opportunity to change questions that have been written on paper. Because expressing ideas and opinions is also part of learning snowball throwing type. the agrees on the statement of Nurdianti (2017) that the disadvantage is needing long preparation because of some steps that must not be committed during the teaching and learning process researchers such as preparing groups, discussions, making and answering questions, tossing the ball, and evaluation, therefore this technique took a lot of time.