

**THE EFFECTIVENESS OF THE SNOWBALL-THROWING METHOD
IN IMPROVING STUDENTS' WRITING SKILL**

SKRIPSI

Submitted Partial Fulfillment of the Requirements
For The Degree of Sarjana Pendidikan (S.Pd)
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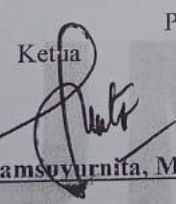
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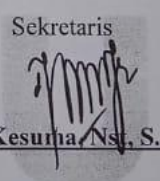
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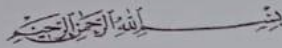
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effectiveness of the Snowball-Throwing Method in Improving Students' Writing Skill" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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ABSTRACT

Siti Aisyah Rangkuti,2002050044.” The Effectiveness Of The Snowball-Throwing Method In Improving Students' Writing Skill”: Skripsi English Education Program Faculty Of Teachers Training And Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2025

The process of language learning, particularly writing skills, plays a crucial role in students' academic development. However, many students at Pondok Pesantren Mawaridussalam face challenges in developing their writing skills. The primary issues are low motivation and a lack of engagement in the writing process. Therefore, this study aims to evaluate the effectiveness of the Snowball-Throwing method in enhancing the writing skills of eighth-grade students. The main objective of this research is to measure the extent to which the Snowball-Throwing method can improve students' writing abilities. The study employs a quantitative experimental design involving two groups: an experimental group taught using the Snowball-Throwing method and a control group taught using traditional methods. Data were collected through pre-tests and post-tests to assess students' writing skills, and the analysis was conducted using descriptive statistics and t-tests. The results indicate that the experimental group experienced a significant improvement in writing skills, achieving a post-test average score of 70.37, compared to 56.30 for the control group. The t-test results showed a significance value below 0.05, indicating a statistically significant difference between the two groups. In conclusion, the Snowball-Throwing method proves effective in enhancing students' writing abilities while fostering active engagement and collaboration. This study recommends the implementation of this method in teaching practices to improve student learning outcomes.

Keywords: Snowball-Throwing, writing skills, teaching methods, quantitative research

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Writing skills are an essential aspect of education that support academic achievement and effective communication. Language is not only a tool for communication but also a means to express thoughts, emotions, and creativity. Among the four language skills—listening, speaking, reading, and writing .Writing is often considered the most difficult to master. It requires not only vocabulary and grammar proficiency but also the ability to organize, express, and communicate ideas clearly and logically. As students progress academically, writing becomes an important medium for reflection, analysis, and demonstrating understanding across various subjects. In other words, writing functions both as a learning tool and a measure of academic success (Graham & Perin, 2021).

However, in reality, many students still face significant challenges in writing. One area they particularly struggle with is descriptive writing, where they are expected to describe objects, people, or situations clearly and vividly. Writing a good descriptive text requires imagination, a rich vocabulary, attention to detail, and well-structured sentences. Many students lack the confidence or skills needed to explore and organize their ideas effectively, resulting in writing that appears flat, underdeveloped, and lacking emotional engagement (Hyland, 2003).

This issue is also found among eighth-grade students at Pondok Pesantren Mawaridussalam . Some of these students show low motivation when asked to

write descriptive texts. For them, writing often feels burdensome or intimidating. They may not know how to begin, feel unsure of what to write, or are afraid of making mistakes. As a result, the quality of their writing falls short of expectations. Their use of descriptive language is limited, their paragraphs are poorly developed, and their ideas are unclear. In many cases, low self-confidence prevents them from fully participating in writing tasks or expressing their thoughts freely (Nunan, 2001).

One contributing factor to this problem is the teaching method used in the classroom. In many cases, writing is taught using traditional approaches that emphasize individual work and offer little opportunity for interaction, discussion, or peer support. These methods can make the learning experience feel repetitive, isolating, and unengaging. Yet, writing is a skill that thrives through interaction and collaboration. Students benefit from opportunities to share ideas, ask questions, and support one another. According to Vygotsky (1978), learning occurs most effectively in a social context where students build knowledge together through communication.

Therefore, the gap lies not only in the students' writing ability but also in the teaching methods applied. Traditional methods often fail to motivate students or improve their writing skills, which leads to a lack of engagement and progress. To address this, teachers need to implement more creative and student-centered methods that encourage active participation and make writing a more enjoyable process.

One promising strategy is the Snowball Throwing Method, a cooperative learning approach that turns writing into a fun and collaborative activity. In this method, each student writes an idea or sentence on a piece of paper, crumples it into a “snowball,” and throws it to another student. The receiving student adds to the idea, and the process continues until the writing becomes more developed and detailed. This method not only improves students’ writing but also builds confidence, stimulates creativity, and creates a dynamic classroom environment (Hattie, 2021; Zohar & Dori, 2020).

Despite its potential, the use of this method is still rare in pesantren (Islamic boarding school) settings. Educational environments like Pondok Pesantren Mawaridussalam combine religious and academic learning, and students often have different learning styles and needs compared to those in regular schools. Therefore, it is important to explore whether the *Snowball Throwing Method* can be effectively applied in this context, especially to improve students’ descriptive writing skills in a more meaningful and enjoyable way.

Based on the explanation above, the researcher is motivated to conduct a study on the use of the Snowball Throwing Method to improve the descriptive writing skills of eighth-grade students at Pondok Pesantren Mawaridussalam. Through this research, it is hoped that a more engaging and collaborative writing approach can be introduced not only to help students express their ideas better but also to support the development of innovative teaching strategies in pesantren and other educational institutions across Indonesia.

B. The Identification of the Problem

1. The students are having difficulties in developing ideas.
2. Students find writing boring, leading to disengagement.
3. Students have few opportunities for peer feedback and idea sharing, hindering improvement.

C. The Scope and Limitation of the Research

This study examines the effectiveness of the snowball-throwing approach in enhancing the writing skills of eighth-grade students at Pesantren Mawaridussalam, with a focus on collaboration in crafting descriptive paragraph.

D. The Formulation of the Problem

Is the use of the snowball throwing method effective in improving students' writing skills at Pesantren Mawaridussalam ?

E. The Objectives of the Research

The Significances of the Research to measure the effectiveness of the snowball-throwing approach on students' writing skills.

F. The Significance of the Study

The results of the research are expected to contribute to the theoretical and practically as follow as:

1. Theoretically
 - a. This study contributes to the understanding of effective teaching methods in English education, specifically by demonstrating how the Snowball Throwing technique can enhance students' writing skills in descriptive texts.

- b. The research findings will provide a theoretical framework for educators to implement interactive and collaborative learning strategies, thereby enriching the pedagogical approaches in language teaching.
- c. This study will add to the literature on classroom action research, illustrating the practical implications of using innovative methods to improve student performance in writing tasks.

2. Practically

- a. For english Teachers This research is expected to give effective solutions to the English teachers related to the students problems that may arise in learning descriptive text writing.
- b. For student The research aims to explore if the snowball throwing method improves students of Mawaridussalam Islamic boarding school writing skills theoretically.
- c. For researcher The study is important theoretically because it attempts to investigate the efficacy of the snowball throwing method in enhancing students of Mawaridussalam Islamic boarding school writing abilities, thus contributing to the theoretical and practical applications of language learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing Skill

a. Writing

Fitzgerald (2022) describes definition writing as a systematic process that includes identifying the term being defined, classifying it within a broader category, and detailing its unique characteristics and features. This comprehensive approach helps readers grasp not just what the term means, but also how it fits into larger frameworks and concepts within the subject area. By providing context and clarity, effective definition writing enables a deeper understanding and facilitates meaningful discussions around the term.

Writing is a crucial skill that enables individuals to express their thoughts and ideas effectively through written language (Batubara et al., 2023). It involves a process that requires time and patience, as learners must develop their abilities to construct various text genres, including procedural texts.

Writing is a language skill that involves arranging words into sentences and paragraphs to convey ideas, information, or feelings. This skill encompasses technical aspects such as grammar and spelling, as well as the ability to systematically organize thoughts. Good writing is

essential in academic contexts and everyday communication (Maulana & Syahputra, 2023).

b. Skill

Merriam-Webster (2022): Skill is the ability to perform something well, usually acquired through training or experience. Skills encompass a variety of capabilities that enable individuals to complete tasks and effectively face challenges. The development of skills involves consistent practice and learning from experiences and can be categorized into types such as technical, interpersonal, and analytical skills. These skills are interconnected, where mastering one skill can support the development of others, investing in skills crucial for achieving success in various aspects of life.

c. Writing skills

Writing skills are the ability to organize and communicate information clearly and structurally through writing. The writing process consists of many critical stages: planning, drafting, rewriting, and editing. According to Saddler and Graham (2022), writing skills are an important part of education since they influence students' academic achievement and personal growth. Many students struggle with writing, either because of insufficient instructional techniques or out of enthusiasm.

Writing requires intellectual and physical activity nevertheless. Writing words or thoughts on paper, a whiteboard, or an email message entered into a computer can all be considered forms of writing, which can

be thought of as a physical undertaking. When writing, however, one needs to create opinions in the mind, consider how best to communicate them, and then structure those concepts into clear words, phrases, and paragraphs for the reader to understand (Nunan,2020).

Table 2.1 Table writing assessment of Heaton (1990)

| Component | Descriptors | Weight (%) |
|--------------|---|------------|
| Content | Relevance and clarity of ideas | 30 |
| Organization | Logical and systematic arrangement of ideas | 20 |
| Vocabulary | Appropriate and varied word choice | 20 |
| Grammar | Correct grammar and sentence structure | 15 |
| Mechanics | Correct spelling, punctuation, and capitalization | 15 |

This writing assessment rubric evaluates students' writing performance based on five criteria: content, organization, vocabulary, grammar, and mechanics. According to Heaton (1990), involving students collaboratively at each stage of the writing process encourages a process-oriented approach. The use of peer feedback not only enhances the quality of student writing but also fosters greater motivation and engagement. Moreover, this collaborative strategy supports the generation of original ideas, aligning with research emphasizing the

importance of creativity in writing. Overall, the approach has been shown to effectively enhance students' writing proficiency.

1. Content (30%)

| Score | Scoring Voice |
|--------------|--|
| 26– 30 | The content is highly relevant, original, and fully addresses the task. Ideas are well-developed and supported with appropriate details. |
| 21– 25 | The content is relevant and mostly complete. Main ideas are clear, though some supporting details may be less developed. |
| 16– 20 | The content is somewhat relevant but lacks depth or support. Some ideas may be underdeveloped or unclear. |
| 11– 15 | The writing is loosely connected to the topic. Main ideas are unclear or too general. Limited development of ideas. |
| 0–10 | Content is mostly irrelevant or off-topic. Ideas are minimal or absent. |

2. Organization (20%)

| Score | Scoring Voice |
|--------------|--|
| 17– 20 | Writing is logically organized with a clear introduction, body, and conclusion. Transitions are smooth and enhance flow. |
| 13– 16 | Organization is mostly clear and logical. Some transitions may be weak, but structure supports meaning. |
| 9–12 | Writing shows limited organization. Ideas may be disconnected or presented in a confusing order. |

| Score | Scoring Voice |
|-------|--|
| 5–8 | Organization is poor. Ideas are difficult to follow, and structure is weak or missing. |
| 0–4 | No clear structure. Writing lacks organization entirely. |

3. Vocabulary (20%)

| Score | Scoring Voice |
|-------|---|
| 17–20 | Rich, precise, and appropriate vocabulary is used. Shows variety and enhances expression. |
| 13–16 | Generally appropriate word choice with some variation. Minor misuse of vocabulary may occur. |
| 9–12 | Limited word variety. Some inappropriate word choices, but meaning is still understandable. |
| 5–8 | Poor word choice interferes with meaning. Vocabulary is repetitive or unsuitable for context. |
| 0–4 | Very limited or inappropriate vocabulary. Writing is difficult to understand. |

4. Grammar (15%)

| Score | Scoring Voice |
|-------|--|
| 13–15 | Grammar is accurate with few or no noticeable errors. Sentences are well-formed and varied. |
| 10–12 | Occasional grammatical errors, but they do not affect comprehension. Sentence variety is adequate. |

| Score | Scoring Voice |
|-------|--|
| 7–9 | Frequent errors in grammar that slightly interfere with clarity. Sentence structure may be repetitive. |
| 4–6 | Numerous grammatical errors that often confuse the reader. Sentence structure is poor. |
| 0–3 | Constant grammatical errors severely hinder understanding. |

5. Mechanics (15%)

| Score | Scoring Voice |
|-------|--|
| 13–15 | Spelling, punctuation, and capitalization are correct. Very few or no errors. |
| 10–12 | A few minor errors that do not affect overall readability. |
| 7–9 | Several errors, but meaning remains mostly clear. |
| 4–6 | Frequent mechanical errors. These errors sometimes distract or confuse the reader. |

d. Types of Writing Skills

Writing skills are not limited to the ability to construct sentences or paragraphs, but also include various types of writing based on different communicative purposes. Each type of writing has its own characteristics, structure, and language style. Scholars have classified writing skills into several categories according to their function and objective.

According to Harmer (2004), the most common types of writing skills include:

1. Narrative Writing

Narrative writing aims to tell a story or recount a series of events or personal experiences in chronological order. This type of writing may be fictional or based on real-life events. It typically includes elements such as characters, setting, conflict, and plot. Examples: short stories, autobiographies, novels, folk tales.

2. Descriptive Writing

The main purpose of descriptive writing is to depict a person, place, object, or atmosphere in detail so that the reader can imagine it clearly. This type of writing often uses adjectives, adverbs, and sensory details. Examples: travel descriptions, character sketches, observation reports.

3. Expository Writing

This type of writing is designed to explain or convey information clearly and logically to the reader. The writer remains neutral and does not express personal opinions. Examples: scientific articles, reports, textbooks, manuals.

4. Persuasive Writing

The goal of persuasive writing is to convince the reader to accept a certain viewpoint, belief, or take a specific action. It often employs arguments, rhetorical devices, and emotional appeals.

Examples: advertisements, opinion articles, letters to the editor, social campaigns.

5. Argumentative Writing

Similar to persuasive writing, argumentative writing presents arguments supported by evidence and logical reasoning. The writer discusses both sides of an issue and provides strong justification for one side. Examples: academic essays, written debates, editorials.

6. Academic Writing

This type of writing is formal and structured, commonly used in educational and research settings. It emphasizes clarity, objectivity, coherence, and the use of credible sources. Examples: theses, scholarly journals, term papers, research reports.

7. Creative Writing

Creative writing allows for more freedom and personal expression, relying on imagination and individual style. It is usually less restricted by formal rules. Examples: poems, short fiction, plays, science fiction.

According to Hyland (2003), mastering various types of writing is essential for developing learners' communicative competence, especially in academic and professional contexts. The selection of the writing type should be based on the writer's purpose, the target audience, and the social and cultural context.

2. Learning Method

Learning methods encompass a variety of techniques and strategies aimed at facilitating student understanding. An effective method should be based on empirical evidence and capable of improving learning outcomes (Hattie, 2020). Utilizing collaborative learning methods can enhance interaction among students, deepen understanding, and improve social skills (Zheng et al., 2021)

Learning method is a systematic and structured approach used by educators to deliver learning materials to students in order to achieve

specific learning objectives. In the context of E-learning, the learning method involves the use of digital technology as the primary medium for delivering content, facilitating interaction, and supporting independent, flexible, and location-free learning processes (Resty, 2019).

Effective learning methods can significantly enhance student learning outcomes. Well-designed methods, such as active and collaborative learning, not only help students better understand the material but also encourage their engagement and motivation. With the right approach, students can achieve the expected learning objectives and develop the skills necessary for success in the future (Hattie, 2020)

According to Rohim (2004), learning methods can be categorized into five broad categories:

1. Expository Method: This is a teacher-centered method where the teacher presents information directly to students. The focus is on conveying specific knowledge, often through lectures, presentations, or demonstrations. The students are primarily passive recipients of information in this approach.
2. Inquiry-Based Method: This student-centered method encourages students to explore and discover knowledge through questions, investigations, and problem-solving activities. The teacher guides the process but allows students to take the lead in their own learning.
3. Discussion Method: In this method, learning occurs through group discussions. The teacher acts as a facilitator, encouraging students to

share ideas, opinions, and knowledge. It promotes critical thinking and deeper understanding as students engage in dialogue with one another.

4. Cooperative Learning Method: This method emphasizes teamwork and collaboration. Students work together in groups to achieve a common goal or complete tasks. It fosters social skills and promotes mutual responsibility for learning outcomes.

Individual Learning Method This approach focuses on the individual learner's needs, allowing students to work at their own pace. It is often used in self-directed or personalized learning environments where students take more control over their learning paths.

Learning methods are essential techniques that enhance student understanding and outcomes, with empirical support emphasizing the importance of engagement. Rohim (2004), categorizes these methods into five types: Expository (teacher-centred), Inquiry-Based (student-centred exploration), Discussion (group dialogue), Cooperative Learning (teamwork and shared responsibility), and Individual Learning (personalized pace). In my research, I have chosen the Cooperative Learning Method, which stands out for facilitating collaboration, enhancing academic achievement, and developing social skills. One key expert in this area is Johnson (2020), who has explored the effectiveness and implementation of this method in educational contexts.

1. Snowball Throwing Method

1. The Definition of the snowball-throwing method

a. Method

Describes a learning method as "the approach used by educators to teach and engage students in the learning process, which can include various techniques and strategies according by Prensky, M. (2021).

b. Snowball

Snowballing is the process by which ideas or projects gradually develop through the contributions of various individuals, where each addition increases complexity and depth. This collaborative approach fosters creativity and innovation, allowing diverse perspectives to enrich the original concept and lead to more effective solutions. By leveraging collective insights, the snowballing process encourages continuous improvement and adaptation in a dynamic environment.

c. The snowball-throwing method

The Snowball method, developed by Coleman (1958), Goodman (1961), Biernacki and Waldorf (1981), and further developed by experts such as Patton (2015), Creswell (2017), and Saunders, Lewis, and Thornhill (2020) in the United States, is teaching or research technique that involves collecting data or information from a single point or source, then expanding and developing like a snowball that rolls and grows. The name "Snowball" was chosen because the data collection process starts from a small point and then expands and develops like a rolling snowball, becoming larger and wider. In the

context of teaching, the Snowball method can be used to develop students' speaking, writing, or critical thinking skills. Teachers can start by giving a simple topic or question, then asking students to discuss, write, or speak about the topic. After that, teachers can ask students to develop or expand the topic by adding information, examples, or analysis. In the context of research, the Snowball method can be used to collect data or information from participants who have specific characteristics or experiences. Researchers can start by identifying one participant who meets the criteria, then asking that participant to recommend others who also meet the criteria. This process can continue until the researcher obtains a sufficient number of participants to achieve the research objectives.

The snowball-throwing is an active learning approach that incorporates collaborative components into the writing process. In this approach, pupils begin by writing a concept or statement on a sheet of paper, rolling it into a snowball Method and then throwing it to another student. Before throwing the snowball back, the receiving pupil adds another idea or statement. This approach is repeated until every student has had the opportunity to contribute to each snowball (Jones & Brown, 2020).

According to Miller (2020), the Snowball throwing is a method for students to share necessary concepts and information with each other. Students begin by working individually and then collaborate in

pairs. These pairs form groups of four, and the groups of four join together to form groups of eight. This snowballing process continues until the whole class works together as one big group. Additionally, Zaini et al. (2008) describe Snowball Throwing as a learning model in which students engage in pair discussions to formulate answers before joining larger groups. Although the definitions of Snowball Throwing provided by Miller (1991) and Zaini et al. (2008) differ slightly, both emphasize the central role of student collaboration. Overall, the Snowball Throwing method can be characterized as a cooperative learning strategy that actively involves students in structured group discussions to enhance understanding and students. This strategy encourages active participation and fast peer feedback in order to create a dynamic and engaging learning environment. However, a significant concern emerges over the usefulness of the snowball tossing approach in developing pupils' writing abilities when compared to regular teaching techniques.

Feedback from peers has been shown to significantly enhance the quality of students' writing through revision and refinement. Graham and Perin (2022) found that peer feedback plays a critical role in the writing process by encouraging students to reflect on and modify their work. Their research also indicates that peer interaction is effectively incorporated into instructional strategies such as the Snowball Throwing method. Compared to conventional teaching

methods, this collaborative approach may foster greater student engagement and improved writing performance. Nevertheless, to determine the specific impact of this method and to identify more effective ways of integrating it into instruction, further empirical investigation is warranted.

Similarly, Johnson et al. (2019), in their evaluation of collaborative learning strategies, discovered that techniques like Snowball Throwing can positively influence students' writing outcomes and overall classroom engagement. Their findings highlight the potential of cooperative learning to enhance both motivation and academic performance. However, questions remain regarding the relative effectiveness of this strategy compared to other instructional methods. More targeted research is needed to uncover the mechanisms through which this approach supports writing development and to establish best practices for its implementation across diverse educational contexts.

Understanding how to adapt traditional teaching methods to better engage students is essential for educators aiming to foster enthusiasm for learning. This raises a critical question: can students' writing skills be more effectively improved through alternative strategies such as the Snowball Throwing method. Furthermore, it is important to identify specific elements of this method that may offer additional benefits over conventional approaches. Therefore, the

present study aims to assess the effectiveness of the Snowball Throwing strategy in addressing the limitations of traditional instruction and to explore its potential for enhancing writing pedagogy.

2. The Purpose of the Snowball Throwing Method

The snowball-throwing method has some purposes. It helps the students to:

- a. Enhance students' leadership skills, group leaders are responsible for delivering tasks to their peers within the group.
- b. Encourage independent learning, each student is tasked with creating a question to be answered by another student, fostering a chain of learning.
- c. Promote student creativity, they are given the freedom to shape a piece of paper into a ball as they see fit.

In summary, the snowball-throwing technique benefits students in an assortment of ways, enabling them to participate in the learning process. As a result, students will think with creativity while developing and answering questions in their writing. Teachers can modify the strategy to suit their own needs.

3. The Procedure of the Snowball Throwing Method There are some procedures for applying the snowball-throwing technique in the classroom; they are as follows:

The Snowball Throwing method is extensively utilized within educational settings and collaborative group activities to promote student engagement and stimulate the generation of ideas. The procedural framework is outlined as follows:

Materials Required: Paper sheets and writing instruments, such as pens or pencils.

- a. Preparation: Provide each students with a piece of paper and a writing instrument.
- b. Writing Ideas: Ask students to quietly and individually write down one idea, question, or comment related to a specific topic on their sheet of paper.
- c. Rolling the "Snowball": Once everyone has written down their idea, instruct them to crumple the paper into a ball (like a snowball).
- d. Throwing: Set a timer for a short period (e.g., 1-2 minutes). On your signal, students will throw their crumpled papers into the center of the room or designated area.
- e. Collecting the "Snowballs": After the timer goes off, have students gather a random "snowball" from the pile (ensuring they don't pick their own).

- f. Sharing Ideas: students will then unfold the paper they picked and read the idea aloud to the group. This can be done in turn or as a free-for-all, depending on the group dynamics.
 - g. Discussion: Facilitate a discussion around the ideas shared, encouraging further elaboration, questions, and brainstorming.
 - h. Reflection: Conclude the activity with a reflection on the ideas generated and any next steps or actions to take based on the discussion. Tips: Ensure a supportive environment where all ideas are valued. Adjust the size of the group and the time allocated based on the number of participants. This technique is great for icebreaking, brainstorming, or gathering diverse perspectives in a fun, engaging way!
4. The Advantages and Disadvantages of Snowball Throwing Technique
- The advantages and disadvantages of Snowball Throwing Method

According to Susanti (2018), the snowball throwing method has the advantage of training students' readiness because paper balls are thrown at random. This technique is also a knowledge-sharing activity because students who receive paper balls must answer written questions and share their opinions with other group members.

Meanwhile, Istarani (2019), emphasized the benefits of snowball throwing method, as follows:

- a. Increases students' leadership abilities because there are leaders who are responsible for delivering the curriculum to their group members.
- b. It teaches pupils independence by assigning each student to design a question that can be expressed to another student.
- c. This activity helps develop students' creativity by having them create questions and shape their paper into a ball.
- d. Collaboration among students to complete their assignments fosters a vibrant classroom environment.

In contrast to the above advantages, Istarani (2012), also explains some of the disadvantages of the snowball-throwing method as follows:

- a. The group leader's explanations tend to be unclear when compared to the teacher's. This might result in group members not comprehending the directions because the leader has overlooked something or is unable to effectively describe the snowball-throwing method.
- b. Furthermore, some students may fail to develop effective and appropriate inquiries. This practice encourages student's creativity by having them write questions and shape their paper into a ball. It also encourages students to collaborate to finish their work and fosters a vibrant classroom environment.

- c. After getting the paper ball from her friend, a student may not be able to answer the question correctly, especially if the question is not clear or, in other words, the question is incomprehensible.

In this research, the Cooperative Learning Method will be applied. Johnson (2020), in *Cooperative Learning in the Classroom*, explains that collaborative learning strategies can significantly enhance student engagement and academic outcomes. The study underscores the effectiveness of small-group learning, where students work together to exchange ideas, solve problems, and improve their understanding of the material. This approach not only supports cognitive development but also fosters essential social and communication skills. The findings suggest that cooperative learning contributes to creating a more interactive, inclusive, and student-centered classroom environment.

2. Previous Study

Several related studies serve as references for this research. The first study is by Dian Narulita, entitled "The Influence of Using the Snowball Throwing Model Towards Students' Writing Ability in Recount Text in the Second Semester of the Eighth Grade of MTs Al-Hikmah Gerning in the Academic Year of 2020/2021." This study aimed to examine the effect of the Snowball Throwing model on students' ability to write recount texts. Using a quasi-experimental design, the research involved 48 eighth-grade students divided into two classes, with three treatment sessions for the experimental group. The post-test data were analyzed using an independent sample t-test, revealing a significant result with a

p-value of 0.000, indicating that the Snowball Throwing model significantly enhanced students' writing abilities.

The second study, conducted by Linda Muslita and Sofyan A. Gani (2022), is entitled "The Impact of the Snowball Throwing Method on Improving Students' Reading Comprehension." This research investigated whether the Snowball Throwing technique could improve reading comprehension skills—particularly in identifying main ideas, details, and vocabulary—among second-grade students at SMP Negeri 1 Panga. Utilizing a one-group pretest-posttest design with 20 students, the results showed a significant improvement, with the mean score increasing from 53.67 to 74.67. A t-score of 9.199 exceeded the t-table value of 1.729, supporting the acceptance of the alternative hypothesis.

The final related study is by Supriadi, Tasya, and Erniati (2024), entitled "The Application of the Snowball Throwing Model in Improving Skills in Writing Review Texts at Makassar City Middle School." This Classroom Action Research was conducted in two cycles involving 31 eighth-grade students at SMP Negeri 34 Makassar. Data were collected through observation and tests, and analyzed descriptively. The results indicated that 26 students (83.9%) achieved scores above the minimum completeness criterion, showing that the Snowball Throwing model effectively improved students' review text writing skills. These three studies collectively support the use of the Snowball Throwing model as an effective learning strategy to enhance both writing and reading comprehension skills in various English language contexts.

This study shares several methodological similarities with the works of Supriadi et al., Setiawan, and Duran & Mardiana (2020), particularly in employing a quasi-experimental approach with a pre-test and post-test design to assess the effectiveness of instructional methods in improving students' writing skills. However, there are notable contextual and pedagogical differences among these studies.

The first difference lies in the study conducted by Supriadi et al. (2024), which involved students with relatively homogeneous backgrounds. This allowed for the implementation of instructional methods without the need for significant contextual adjustments. In contrast, the present study was conducted at Pondok Pesantren Mawaridussalam, where students come from diverse socio-cultural backgrounds. This diversity necessitated a more flexible and adaptive teaching approach to effectively address the varied learning needs of the students.

The second notable difference is observed in comparison to Setiawan's study. Although both studies utilized a quasi-experimental design, Setiawan did not implement the Snowball method in the teaching process. Instead, conventional methods were used, which were more individualistic and less collaborative in nature. In contrast, this study demonstrated that the Snowball method significantly enhanced students' writing abilities. These findings suggest that collaborative learning strategies such as Snowball can yield more optimal outcomes in developing writing skills than traditional methods.

The third difference concerns the educational context, particularly when compared to the study by Duran and Mardiana (2020). Their research did not

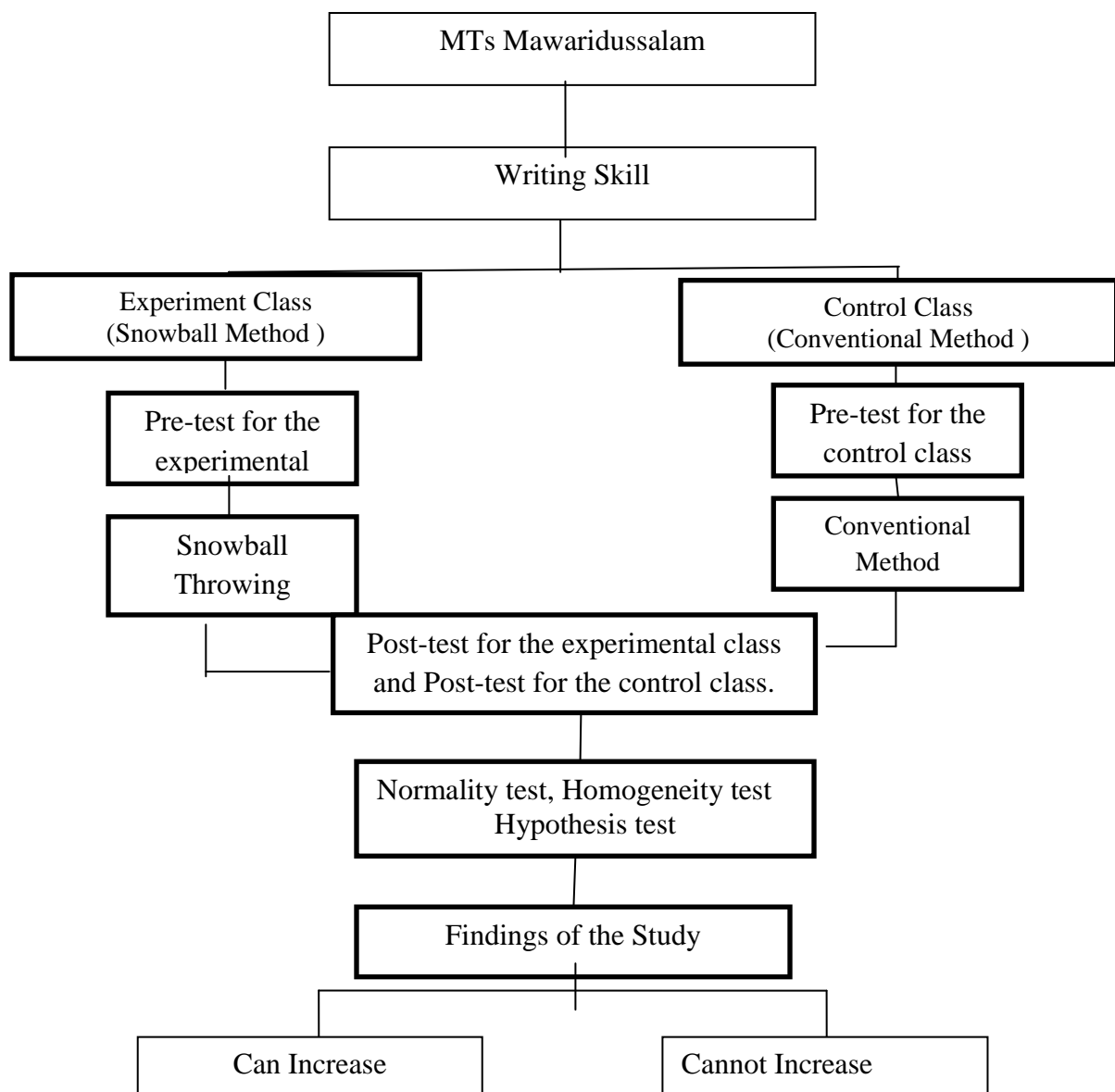
explicitly consider the unique characteristics of the pesantren educational environment, which holds specific socio-cultural dynamics influencing the learning process. In contrast, the present study integrated the pesantren context into its research design, recognizing the social and cultural factors that shape student learning. The Snowball method was not merely a pedagogical technique but was also applied as a responsive approach to the complexities of the pesantren learning environment.

Based on the comparison with previous studies, it can be concluded that although methodological similarities exist, this study presents a distinctive contribution in terms of context and instructional implementation. The Snowball method has proven effective in enhancing students' writing skills, particularly within heterogeneous educational environments such as pesantren. Consequently, this research provides a valuable contribution to the development of adaptive, collaborative, and contextually responsive teaching strategies that cater to the diverse needs of learners.

3. Conceptual Framework

This research framework aims to measure the effectiveness of the snowball-throwing approach on students' writing skills.

The conceptual framework of this research is presented in the following diagram:



4. Research Hypothesis

1. Null Hypothesis (H_0): There is no significant difference in the writing skills of students taught using the Snowball Throwing method (experimental group) and those taught using the conventional method (control group).
2. Alternative Hypothesis (H_1): There is a significant difference in the writing skills of students taught using the Snowball Throwing method

(experimental group) compared to those taught using the conventional method (control group).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative approach with a quasi-experimental design with a pre-test and post-test approach to examine the effectiveness of the snowball-throwing method in improving students' writing skills. The sample consists of two randomly selected classes: an experimental class that implements the snowball-throwing method and a control class that uses conventional teaching methods. Both classes will undergo a pre-test to assess initial writing skills, followed by treatment over several sessions. After the treatment, a post-test will be conducted to evaluate improvements in writing skills. The data obtained will be analyzed using SPSS. Referring to the findings of Duran and Mardiana (2020), this study aims to determine whether the snowball-throwing method has a significant impact on enhancing students' writing skills.

Tabel 3.1 Research Design Pretest and Post- test

| Class | Pretest | Treatment | Post-test |
|------------|----------------|-----------|----------------|
| Experiment | O ₁ | X | O ₂ |
| Control | O ₁ | Y | O ₂ |

O₁ : Initial test (pretest)

O₂ : Final test (posttest)

X : Learning Using the Snowball Throwing Method

Y : Learning Without Using the Snowball Throwing Method

B. Location and Time

The location of this research was Pondok Pesantren Mawaridussalam for the 2024/2025 academic year. This school was located in Jl. Pringgana Dusun III Desa Tumpatan Nibung Kec. Batang Kuis Kab. Deli Serdang.. This research is carried out in the first semester, of the academic year 2024/2025. The location was chosen for this research due to the low writing skills observed among students at this school. This issue presents an opportunity to implement the snowball-throwing method as a strategy to improve writing skills, allowing the study to provide relevant solutions to the challenges faced by students.

Table 3.2 Time Table 1

| NO | Activity | February | March | October | November | Desember | January |
|----|---|----------|-------|---------|----------|----------|---------|
| 1 | Title Approval | | | | | | |
| 2 | Literature Review and Research Planning | | | | | | |
| 3 | Proposal Writing | | | | | | |
| 4 | Research | | | | | | |
| 5 | Data Analysis and Conclusion | | | | | | |

C. Population and sample

1. Population

Population is a generalization area in the form of objects or subjects with qualities and characteristics the researcher determines to be observed and concluded (Sugiyono, 2016). Meanwhile, Arikunto (2013) stated that the population is all subjects within the scope of research. So, it can be concluded that the population is the entire object or subject of research that has the qualities and characteristics observed by the researcher.

The population of this research will be taken from the students in the Eight grade of Ponpes Mawaridussalam for the 2024/2025 academic year, which is divided into four classes. There will be VIII C which consists of 30 students, VIII E consists of 30 students, VIII G consists of 30 students, and VIII I consists of 30 students. So, the total of the population is 120 students.

Table 3.3 Population of Research

| No | Class | Population |
|--------------|--------|------------|
| 1 | VIII C | 30 |
| 2 | VIII E | 30 |
| 3 | VIII G | 30 |
| 4 | VIII I | 30 |
| Total | | 120 |

2. Sample

The sample is part of the number of objects or subjects that have the qualities and characteristics possessed by the population (Sugiyono, 2016, p.

81). Meanwhile, Arikunto (2013, p. 174) stated that the sample represents the population taken for research. It can be concluded from the above two opinions that the sample is a part of the overall object or subject as a representative that has the qualities and characteristics possessed by the population to be studied.

The sampling in this study uses the Simple Random Sampling technique. According to Arifin (2014), simple Random Sampling is a sampling method where every member of the population has an equal and independent chance of being selected. The sample for this study includes all students from two different classes chosen randomly to represent the population with similar characteristics. The first class, as the experimental group, is VIII C, which will be taught using the flashcard, while the second class, as the control group, is VIII E, which will be taught using the conventional learning model. The total number of samples in this study is 58 students.

Table 3.4 Sample of Research

| No | Class | Sample |
|--------------|--------------------|---------------|
| 1 | Experimental Class | 30 |
| 2 | Control Class | 30 |
| TOTAL | | 60 |

D. Instrument of the Research

A test used in this study to measure the level of students' English learning ability. Arikunto (2010), stated that tests are a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities, or talents possessed by individuals or groups.

To collect data, the researcher administered a test. For the writing test, the researcher designed tasks that were appropriate to measure the students' writing abilities. The students were asked to write a descriptive paragraph and provide a written explanation of it, either in individual or group tests, based on the given topic.

The scores based on the criteria of measurement which involved five indicator of writing skill. According to Heaton (1990) in scoring students' writing skill,

Tabel 3.5 The scoring rubric of writing of Heaton (1990)

| Component | Descriptors | Weight (%) |
|--------------|---|------------|
| Content | Relevance and clarity of ideas | 30 |
| Organization | Logical and systematic arrangement of ideas | 20 |
| Vocabulary | Appropriate and varied word choice | 20 |
| Grammar | Correct grammar and sentence structure | 15 |
| Mechanics | Correct spelling, punctuation, and | 15 |

| | | |
|--|----------------|--|
| | capitalization | |
|--|----------------|--|

E. Techniques of Data Collection

The data collection techniques will use in this study

1. Giving pre-test to experimental group and control group
2. Provided is treatment to the experimental group by snowball-throwing method .
3. Provided treatment to the control group without using snowball-throwing method.
4. Giving post-test to experimental group and control group
5. Scoring each student's sample answers

1) Pre –Test

A test is a tool or procedure used to assess or measure something in a structured environment, following predetermined methods and rules. It is a systematic and objective instrument designed to obtain desired data or information about an individual in a manner that can be considered accurate and efficient.

Before treatment, a pre-test will be given to determine the student's knowledge of the technique. A pre-test will be administered to the experimental and control groups. The function of the pre-test is to find out the extent to which students have to improve writing skill before using snow ball throwing method.

2) Treatment

The Treatment will be given to the students after the pre-test. In the experimental group applied snow ball method, while the control group will apply the conventional method by using the student's English book for class VIII MTs.

3) Post-test

The post-test will be given after treatment. The post-test is the final test in this research. The post-test will be conducted to measure the competence of the students. Then find out the difference in the mean score of the experimental group and the control group.

F. Techniques of Data Analysis

In this research, the data will be collected from the experimental and control group. The data will be analyzed by using t-test for independent sample. The formula of t-test is presented as follows:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Notation

\bar{x}_1 : mean of sample 1

\bar{x}_2 : mean of sample 2

s_1 : standard deviation of sample 1

s_2 : standard deviation of sample 2

S_1^2 : variance of sample 1

$-S_2^2$: variance of sample 2

$-r$: correlation between the two samples

In this study, the analysis will be conducted using SPSS Statistic 26. The SPSS program was used to generate several types of statistics such as mean, median, sum, and others from the quantitative data collected via the pretest and posttest.

The data analysis technique is the most decisive step of a study because it concludes the research results, systematically searches and organizes the data obtained to improve the researcher's understanding, and presents the findings to others. Data analysis is one of the research processes carried out after all the data has been used to solve the problems that have been studied and to obtain complete data.

Testing the requirements of the analysis:

1. Normality Test

Normality tests are used as a requirement for parametric statistics, such as t-tests, ANOVA regression analysis, correlation analysis, and others.

Commonly used techniques (available in SPSS), namely

- *Kolmogorov Smirnov Test* (sample >100)
- *Shapiro Wilk Test* (sample <100)

Testing with statistical analysis Kolmogorov Smirnov Test and Shapiro Wilk Test has H_0 testing criteria, namely

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$.

2. Homogeneity Test

The Homogeneity Test is a statistical test used to determine whether two or more groups of data have the same or similar variance (variability). This test is very important in statistical analysis, especially in the context of analysis of variance (ANOVA) or other parametric tests, where the assumption of homogeneity of variance must be fulfilled.

While the criteria for acceptance or rejection of the homogeneity test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

3. Hypothesis testing

Hypothesis testing in SPSS 26 is the process of analyzing data using SPSS features to test whether there is a significant relationship, difference, or influence in the data.

The research hypothesis for effectiveness of using Snowball-Throwing Method is as follows:

- H_0 (Null Hypothesis): There is no effectiveness of using Snowball-Throwing Method on students' writing ability.
- H_a (Alternative Hypothesis): There is an effectiveness of Snowball-Throwing Method on students' writing ability.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

We conducted the research with 60 class VIII students at Pondok Pesantren Mawaridussalam, dividing them into two groups: an experimental group and a control group. The experimental group comprised 30 students who were taught using the snowball method, while the control group, also consisting of 30 students, did not receive any treatment. This study aimed to evaluate the improvement in students' writing abilities and to determine the effectiveness of the snowball method in enhancing writing achievement. Data for the study were gathered from assessments of the students' writing proficiency.

1. Data Analyze

Results of Speaking Interest Data in the Experiment Group The results of the pre-test and post-test that have been obtained on the experiment group can be seen in the following table.

Table 4. 1 Pre-test and Post-test Scores 1

| No | Student's Initial | Pre-test (X ₁) | Post-test (X ₂) |
|----|-------------------|----------------------------|-----------------------------|
| 1 | MPN | 31 | 50 |
| 2 | WWS | 32 | 65 |
| 3 | FA | 33 | 57 |
| 4 | MA | 40 | 82 |
| 5 | ZWL | 30 | 75 |
| 6 | SFS | 55 | 67 |

| | | | |
|----|------|----|----|
| 7 | WAI | 40 | 55 |
| 8 | YZS | 69 | 87 |
| 9 | ADH | 64 | 77 |
| 10 | RST | 47 | 57 |
| 11 | AK | 70 | 85 |
| 12 | ABS | 40 | 65 |
| 13 | YZ | 51 | 70 |
| 14 | SYW | 61 | 83 |
| 15 | TNL | 36 | 53 |
| 16 | AH | 60 | 85 |
| 17 | VVA | 50 | 77 |
| 18 | AM | 40 | 55 |
| 19 | RIB | 60 | 78 |
| 20 | ANS | 56 | 70 |
| 21 | NAS | 60 | 80 |
| 22 | HA | 60 | 78 |
| 23 | MPS | 34 | 55 |
| 24 | NMPS | 73 | 87 |
| 25 | FA | 40 | 60 |
| 26 | KNH | 50 | 65 |
| 27 | RS | 56 | 79 |
| 28 | NH | 60 | 70 |
| 29 | TNA | 50 | 65 |
| 30 | BA | 55 | 79 |

According to the table above, it presents the data from this study, which includes the student identification codes and their scores on the pre-test and post-test for the experimental group. The highest pre-test score

within the experimental group was 73, while the lowest was 30. Consequently, the total pre-test score for the experimental group amounted to 1503, with a mean score of 50.10. The post-test data revealed that the highest score was 87, while the lowest was 50. Therefore, the total post-test score for the experimental group was 2111, with a mean score of 70.37.

Based on the table, the mean score of students in the experimental group, who were taught using the snowball method, was higher than the mean score of students in the control group, who were taught using the conventional method.

4.2 Results of writing Interest Data in the Control Group

The following is presented for the pre-test and post-test Control Group writing Scores.

Table 4. 2 Pre-test and Post-test Scores 1

| No | Student's Initial | Pre-test (X ₁) | Post-test (X ₂) |
|----|-------------------|----------------------------|-----------------------------|
| 1 | AU | 35 | 43 |
| 2 | RW | 47 | 55 |
| 3 | FA | 55 | 56 |
| 4 | AB | 53 | 60 |
| 5 | TL | 40 | 50 |
| 6 | SR | 37 | 40 |
| 7 | AZ | 47 | 55 |
| 8 | MZA | 35 | 40 |
| 9 | SMA | 49 | 64 |
| 10 | A | 50 | 49 |

| | | | |
|----|------|----|----|
| 11 | KH | 49 | 55 |
| 12 | AR | 55 | 57 |
| 13 | SIF | 50 | 55 |
| 14 | LG | 67 | 79 |
| 15 | AT | 29 | 37 |
| 16 | RA | 63 | 65 |
| 17 | MU | 45 | 60 |
| 18 | SIM | 56 | 56 |
| 19 | YS | 60 | 63 |
| 20 | SR | 54 | 60 |
| 21 | SA | 55 | 67 |
| 22 | FA | 47 | 56 |
| 23 | MPS | 50 | 53 |
| 24 | | 69 | 70 |
| 25 | WW | 55 | 67 |
| 26 | KZ | 50 | 69 |
| 27 | YZPS | 57 | 56 |
| 28 | AF | 50 | 55 |
| 29 | NFN | 45 | 47 |
| 30 | ABP | 45 | 50 |

As presented in the table above, the data from this study includes the student identification codes and their scores on the pre-test and post-test for the control group. The highest pre-test score in the control group was 69, while the lowest was 29. Consequently, the total pre-test score for the control group amounted to 1499, with a mean score of 49.97. The post-test data revealed that the highest score was 69, and the lowest score was 37. Therefore, the total post-test score for the control group was 1689, with a mean score of 56.30.

Table 4. 3 Data Descriptive Statistics
 Data Descriptive Statistics
Descriptive Statistics

| | N | Minimum | Maximum | Mean | | Std. Deviation |
|--------------------|-----------|-----------|-----------|-----------|------------|----------------|
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic |
| PretestExperiment | 30 | 30 | 73 | 50.10 | 2.291 | 12.546 |
| PosttestExperiment | 30 | 50 | 87 | 70.37 | 2.079 | 11.388 |
| PretestControl | 30 | 29 | 69 | 49.97 | 1.658 | 9.084 |
| PosttestControl | 30 | 37 | 79 | 56.30 | 1.740 | 9.531 |
| Valid N (listwise) | 30 | | | | | |

Based on the table above, the results of the study show that after using the Snowball method, the experimental group experienced a significant improvement in writing ability, with the average post-test score rising to 70.37 from 50.27 on the pre-test. Although the score variation (standard deviation) slightly decreased, this change demonstrates the effectiveness of the Snowball method in enhancing students' writing skills. Meanwhile, the control group showed only a small improvement with the average post-test score reaching 56.30, indicating that the Snowball method is more effective compared to the regular teaching method used in the control group.

Normality Test

A normality test is used to determine whether the data obtained is normally distributed or not. To test the normality of the pre-test results of the experimental class and control class can be used with the help of IBM SPSS

Statistics 26. The basis for decision-making in the Shapiro-Wilk normality test, namely:

1. If the significance value (sig) > 0.05 then the data is normally distributed.
2. If the significance value (sig) < 0.05 then the data is not normally distributed.

Table 4. 4 Experimental group normality 1

| Tests of Normality | | | | | | | |
|--------------------|----------------------|---------------------------------|----|-------------------|--------------|----|------|
| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Class | Statistic | Df | Sig. | Statistic | df | Sig. |
| | Pre test Experiment | .156 | 30 | .060 | .946 | 30 | .134 |
| | Post test Experiment | .153 | 30 | .070 | .935 | 30 | .068 |
| | Pre test Control | .126 | 30 | .200 [*] | .972 | 30 | .590 |
| | Post test Control | .146 | 30 | .104 | .974 | 30 | .660 |

*. This is a lower bound of the true significance.

Based on the table above, the normality test for the experimental class pre-test was 0.134, the experimental class post-test was 0.068, the control class pre-test was 0.590, and the control class post-test was 0.660. Therefore, it can be said that all significant values > 0.05 are declared normally distributed and there is an effect of snowball method on students' writing ability.

Homogeneity Test

This test is conducted to assess whether the samples utilized in the study exhibit homogeneity. If the homogeneity test is satisfied, the researcher may

proceed with hypothesis testing using the t-test. The data employed in this homogeneity test consists of the students' post-test scores, which reflect their writing abilities after undergoing the treatment.

The basis for decision-making in the homogeneity test, namely:

1. If the significance value (sig) > 0.05 then the data distribution is homogeneous.
2. If the significance value (sig) < 0.05 then the data distribution is not homogeneous.

The results of the homogeneity test calculation of the experimental class and control class are as follows:

Table 4. 5 Homogeneity Test

Test of Homogeneity of Variances

| | | Levene | | | |
|----------|-----------------------|-----------|-----|--------|------|
| | | Statistic | df1 | df2 | Sig. |
| Student | Based on Mean | 3.262 | 1 | 58 | .076 |
| Learning | Based on Median | 3.272 | 1 | 58 | .076 |
| Outcomes | Based on Median and | 3.272 | 1 | 56.989 | .076 |
| | with adjusted df | | | | |
| | Based on trimmed mean | 3.321 | 1 | 58 | .074 |

Based on the results of the homogeneity test above the significant value is $0.076 > 0.05$, it can be said that the research data above is homogeneously distributed in its research.

Table 4. 6 Independent Samples Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|------------------------|---|------------------------------|-------|----|-----------------|-----------------|------------|---|--------|
| | | Levene's Test for Equality of Variances | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Student Learning | Equal variance assumed | 3.262 | .076 | 5.188 | 58 | .000 | 14.067 | 2.711 | 8.640 | 19.494 |

| | | | | | | | | | |
|----------|-------------------------------|--|-------|--------|------|--------|-------|-------|--------|
| Outcomes | Equal variance is not assumed | | 5.188 | 56.254 | .000 | 14.067 | 2.711 | 8.636 | 19.497 |
|----------|-------------------------------|--|-------|--------|------|--------|-------|-------|--------|

Hypothesis Testing

Based on the table above the table shows the data of this research After obtaining normally distributed and homogeneous data, the next step is to conduct hypothesis testing. Hypothesis testing with independent samples test was conducted to determine the utilization of snowball method on writing ability of Pondok Pesantren Mawaridussalam students.

The basis for decision-making in the t-test, namely:

1. If the significance value (2-tailed) < 0.05 , then there is an effect of Snowball method on students' writing ability.
2. If the significance value (2-tailed) > 0.05 , then there is no effect of snowball method on students' writing ability

Based on the table above, the results of the t-test, the p-value (Sig. 2-tailed) = 0.000, which is smaller than 0.05, indicates that there is a significant difference then H_0 is rejected and H_a is accepted, therefore it can be concluded that there is a significant effect of snowball method on students' writing achievement.

B. Discussion

This study aims to explore the effectiveness of the *Snowball Throwing* method in enhancing students' writing skills at Pondok Pesantren Mawaridussalam. Data were collected through pre-tests and post-tests administered to both the control and experimental groups, as well as through student responses to a questionnaire. These data were analyzed to determine the contribution of the method to the development of students' writing proficiency.

The results of the study indicate a significant improvement in writing skills between the experimental and control groups. The experimental group, which was taught using the *Snowball Throwing* method, achieved a higher average post-test score ($M = 70.37$) compared to the control group ($M = 56.30$). This difference is supported by the results of a t-test, which yielded a p-value of 0.000, indicating a statistically significant difference between the two groups. These findings suggest that the *Snowball Throwing* method is more effective than traditional teaching methods in improving students' writing skills.

The improvement in students' writing performance can be attributed to the interactive nature of the *Snowball Throwing* method, which promotes collaboration and the exchange of ideas among students, thereby facilitating active learning. In this process, students are not merely passive recipients of information, but active participants in constructing their own understanding. This approach aligns with the theory of active learning, which posits that student engagement plays a critical role in improving comprehension and skill development (Slavin, 2018). Moreover, responses from the questionnaire indicate that most students felt

more confident and more effective when using this method, suggesting that the *Snowball Throwing* method enhances not only writing ability but also students' confidence and motivation to learn (Wang et al., 2015).

This study demonstrates a notable improvement in writing performance in the experimental group, with an average post-test score of 70.37, compared to 56.30 in the control group. These results are consistent with the findings of Supriadi et al. (2024), who also reported an increase in students' writing achievement following the implementation of the *Snowball Throwing* model in Makassar, where 83.9% of students successfully met the passing criteria in review text writing. Both studies emphasize the effectiveness of the *Snowball* method in fostering student engagement and collaboration, highlighting the potential of interactive learning strategies to improve academic outcomes. The increase in students' scores suggests not only better writing mechanics but also improved clarity and coherence in expressing ideas.

In contrast, a study conducted by Rahman et al. (2023) focused on the impact of the *Snowball* method on reading comprehension among second-grade elementary students and also reported a significant improvement in scores. Although the present study focuses on writing skills, the positive outcomes of both studies demonstrate the versatility of the *Snowball* method across various language competencies. Rahman et al. also emphasized that the interactive nature of the method encouraged deeper engagement with learning materials, a finding that is echoed in this study. However, it is important to note that the age and developmental stages of the participants in Rahman et al.'s study may have

influenced their engagement and comprehension, as younger learners often require different motivational strategies compared to older students. This indicates that while the *Snowball* method is effective, its application must be adapted to the learners' developmental needs.

Furthermore, Setiawan (2022) investigated the effect of the *Snowball Throwing* technique on students' ability to write recount texts among 48 participants and found improvements in writing performance. However, unlike the current study, which involved a larger and more diverse sample of 60 students, Setiawan's study focused on a specific genre of writing. This implies that while the *Snowball* method is generally effective, its outcomes may vary depending on the context and the nature of the writing tasks. Setiawan also underscored the importance of peer feedback in the writing process, which was similarly utilized in the current research. Nevertheless, this study incorporated not only peer feedback but also structured guidance from the teacher, allowing for more directed support and detailed feedback. This dual approach may have contributed to the higher post-test scores observed in this study compared to Setiawan's results.

These findings are particularly significant in the context of the challenges faced by students at Pondok Pesantren Mawaridussalam, where motivation and engagement in writing activities are generally low. The *Snowball* method addresses these issues by offering a structured yet flexible learning approach, allowing students to take ownership of their writing process. This is particularly crucial in a pesantren environment, where students come from diverse socio-

cultural backgrounds. The method fosters an inclusive learning environment and promotes active participation from all students. In contrast, the studies conducted by Supriadi et al. and Setiawan involved more homogeneous student populations, which may limit the generalizability of their findings. The diversity among students in the current study likely contributed to a richer collaborative learning experience, thereby enhancing the effectiveness of the *Snowball* method.

Moreover, while Supriadi et al. reported a high percentage of students meeting the minimum passing criteria, the average post-test score in this study suggests a more evenly distributed improvement across the student population. This indicates that the *Snowball* method has the potential to benefit students even in contexts where writing proficiency is initially low. In contrast, Setiawan (2023) provided a narrower focus limited to recount texts, without offering a comprehensive overview of class-wide performance. The broader scope of the present study, which encompasses general writing skills, offers a more holistic perspective on student progress and the method's effectiveness.

Overall, the findings of this research contribute meaningfully to the growing body of literature on innovative instructional strategies in language education. The consistency of outcomes across diverse educational settings strengthens the argument for the *Snowball* method as an effective pedagogical approach to improve students' writing skills. This study encourages further exploration and implementation of the method in varied classroom environments, as it has the potential to transform traditional teaching practices and substantially enhance student learning outcomes, particularly in the domain of writing. By

comparing the results of this study with those of previous research, it can be concluded that the *Snowball* method is not only effective in improving writing abilities but is also adaptable across different educational contexts. This highlights its promise as a valuable tool for educators aiming to increase student engagement and academic achievement. The comparative analysis with existing studies affirms both the flexibility and effectiveness of this method and positions it as a key component in modern, student-centered educational practice.

The implementation of the *Snowball Throwing* method has the potential to increase students' engagement in the learning process, enhance their language skills, and make the overall learning experience more interactive and enjoyable. These findings provide further insight into the educational potential of the method and support the broader adoption of innovative and participatory teaching strategies in the classroom. Based on the results of this study, it is recommended that the *Snowball Throwing* method be applied more widely in the teaching of language skills, particularly writing. Furthermore, the use of this method can stimulate students' creativity and boost their self-confidence, resulting in a more holistic and enjoyable learning experience. In the long term, the method also holds promise for promoting more effective learning and contributing positively to both students' academic and social development.

However, it is important to emphasize that the success of this method largely depends on the quality of its implementation in the classroom and the active participation of all students. Therefore, to optimize its effectiveness, teachers must carefully consider the timing of activities and ensure that every

student is engaged in each stage of the learning process. With these considerations in place, the *Snowball Throwing* method can serve as a powerful tool for the continuous improvement of students' writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and the discussion of the findings, it can be concluded that the Snowball method significantly improved the writing abilities of students at Pondok Pesantren Mawaridussalam. The experimental group, which received instruction using the Snowball method, showed a substantial increase in their average post-test score, rising from 50.10 in the pre-test to 70.37 in the post-test. This indicates a marked improvement in their writing skills after using the method.

In contrast, the control group, which did not receive any treatment and followed the conventional method, showed a more modest increase in their writing skills, with an average post-test score of 56.30, up from 49.97 in the pre-test. This difference in improvement between the experimental and control groups was confirmed by statistical analysis, with the t-test showing a significant p-value of 0.000, indicating a strong effect of the Snowball method on the students' writing achievements.

The results of the normality and homogeneity tests confirmed that the data was suitable for analysis and that there was no significant discrepancy between the groups before the treatment. The Snowball method, therefore, had a clear positive effect on the writing proficiency of the students in the experimental group, as compared to the control group.

Thus, it can be concluded that the Snowball method is an effective approach to improving writing skills in students, as evidenced by the significant improvements observed in the experimental group's writing scores. This supports the hypothesis that the Snowball method has a beneficial impact on students' writing achievement.

B. Suggestions

Based on the findings of this research, the following suggestions are offered for future studies and practical applications:

Encouraging the Use of the Snowball Method in Classrooms : Teachers should consider adopting the Snowball method in their lessons, particularly for improving writing skills. Its interactive nature engages students in active learning, which could lead to better writing outcomes and a more dynamic classroom environment.

Exploring Other Language Skills : Future research could investigate how the Snowball method impacts other language skills such as speaking, listening, and reading. By studying the method's effects on these skills, educators can gain a more comprehensive understanding of its overall potential.

Teacher Preparation and Training: To maximize the benefits of the Snowball method, educators should receive proper training on how to effectively implement it. This will ensure that teachers are well-equipped to use the method to its full potential, leading to better student engagement and improved learning outcomes.

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Appendix 1 Control Group Lesson Plan

LESSON PLAN

School Name: Pondok Pesantren Mawaridussalam

Subject: English Language

Class/Semester: 8-G /Even Semester (Control Group)

Main Topic: Descriptive Text

Time Allocation: 4 Meetings (2 x 45 minutes/meeting)

Teaching Method: Discussion, Demonstration

Learning Objective

After participating in the learning activities, students are expected to be able to:

1. Understand vocabulary commonly used in descriptive texts.
2. Identify the meaning of words and phrases in descriptive texts.
3. Use new vocabulary in contextually appropriate sentences within a descriptive text.

Basic Competencies

7.7 Analyze the social function, text structure, and linguistic elements in descriptive texts.

8.7 Create oral and written descriptive texts to provide detailed information about a person, place, or object, following the correct structure and linguistic elements.

Competency Indicators

1. Students are able to identify important vocabulary in descriptive texts.

2. Students are able to comprehend the meaning of words and phrases in descriptive texts.
3. Students are able to use new vocabulary in appropriate sentences within a descriptive text.

Learning Materials

1. Definition of Descriptive Text:

- A descriptive text is a type of writing that aims to describe a person, place, object, or event in detail to give the reader a clear picture through sensory language.

2. Key Vocabulary in Descriptive Text:

- Adjectives (e.g., beautiful, tall, smooth, colorful).
- Sensory verbs (e.g., see, hear, smell, touch, taste).
- Descriptive phrases (e.g., “the bright blue sky”, “the sweet smell of flowers”).

3. Text Structure:

- **Identification:** Describes the subject (e.g., person, place).
- **Description:** Provides detailed sensory information.
- **Conclusion** (optional): A final summary or personal opinion about the subject.

Learning Breakdown meeting

- **Meeting 1:** Introduction to Descriptive Text and Key Vocabulary (Theory and Examples)

- **Meeting 2:** Pre-test (to measure students' initial understanding of vocabulary in descriptive texts)
- **Meeting 3:** Writing a Descriptive Text with a Focus on Vocabulary
- **Meeting 4:** Post-test (to measure students' progress in vocabulary comprehension)

Learning Activities

| Stage | Activities | Time Allocation |
|---------------------|---|-----------------|
| Introduction | 1. The teacher opens the lesson with a greeting and a prayer. 2. The teacher takes attendance. 3. The teacher explains the learning objectives and the importance of studying vocabulary in descriptive texts. 4. The teacher provides an overview of the learning activities. | 15 minutes |
| Main | Meeting 1: 1. The teacher explains the definition of descriptive text. 2. The teacher provides an example of a descriptive text and highlights important vocabulary within the text. 3. Students work in small groups to find the meaning of words and phrases in the text. 4. The teacher gives exercises related to vocabulary in descriptive texts. | 45 minutes |
| | Meeting 2: 1. The teacher explains the purpose of the pre- | 45 |

| | | |
|----------------|---|-------------------------------------|
| | <p>test to assess students' initial understanding of vocabulary.</p> <p>2. Students take the pre-test, which includes vocabulary comprehension questions. 3. The teacher collects the pre-test results for analysis. 4. The teacher provides feedback on students' pre-test performance.</p> | minutes |
| | <p>Meeting 3: 1. The teacher explains how to write a descriptive text using the vocabulary learned. 2. Students individually write a descriptive text about a person, place, or object. 3. Students present their descriptive texts to the class, highlighting the vocabulary they used. 4. The teacher provides feedback on students' work.</p> <p>Meeting 4: 1. Students take a post-test similar to the pre-test to measure progress. 2. The teacher collects the post-test results and compares them to the pre-test results. 3. The teacher gives feedback to students based on their post-test performance.</p> | <p>45 minutes</p> <p>45 minutes</p> |
| Closing | <p>1. The teacher and students reflect on the learning activities. 2. The teacher provides feedback and motivation to students. 3. The teacher informs students about the next learning topic. 4. The teacher closes the lesson with a greeting.</p> | 15 minutes |

Teaching Media and Learning Resources

- **Media:**
 - Whiteboard and Markers
 - Handouts: Vocabulary List in Descriptive Texts
- **Resources:**
 - English book
 - Penerbit Bumi Aksara
 - **Student Worksheet**

Assessments and Rubric

1. Types of Assessment:

- **Pre-test and Post-test:** To measure students' understanding of vocabulary in descriptive texts.
- **Process Assessment:** To observe students' participation in discussions and class activities.
- **Product Assessment:** To evaluate the descriptive texts written by students.

2. Assessment Rubric

Pre-test and Post-test

| Assessment Aspect | Max. Score | Criteria |
|----------------------|---------------|--|
| Vocabulary | 20 | Students are able to understand and identify vocabulary correctly. |
| Comprehension | | |

| Assessment Aspect | Max. Score | Criteria |
|------------------------------|------------|---|
| Meaning of Words and Phrases | 20 | Students can explain the meaning of words and phrases in context. |
| Vocabulary Usage | 10 | Students can use vocabulary correctly in sentences. |
| Total | 50 | |

Product Assessment (Descriptive Texts)

| Assessment Aspect | Max. Score | Criteria |
|-------------------|------------|---|
| Text Structure | 20 | The descriptive text follows the correct structure (Identification, Description, Conclusion). |
| Vocabulary Usage | 20 | Uses appropriate and varied vocabulary to describe the subject effectively. |
| Creativity | 10 | The text is engaging and provides a clear, detailed description of the subject. |
| Total | 50 | |

Meeting 2 and 4 (pre – test and Post- test) Assessment

Score Formula: $\text{Score} = \left(\frac{\text{Total Correct Answers}}{\text{Total Questions}} \right) \times 100$

$= \left(\frac{\text{Total Correct Answers}}{\text{Total Questions}} \right) \times 100$

This formula calculates the score based on the number of correct answers in

the pre-test and post-test to measure the improvement in vocabulary comprehension.

Appendix 2 Experiment Group Lesson Plan 1

LESSON PLAN

School Name: Pondok Pesantren Mawaridussalam

Subject: English Language

Class/Semester: 8-E/Even Semester (Experiment Group)

Main Topic: The Effectiveness of the Snowball-Throwing Method in Improving Students' Writing Skills

Learning Material: Descriptive Text

Time Allocation: 4 Meetings (2 x 45 minutes/meeting)

Teaching Method: Discussion, Demonstration, Experiment

Learning Objectives

After participating in the learning activities, students are expected to:

1. Write a descriptive paragraph effectively using the Snowball-Throwing method.
2. Improve their descriptive writing skills through the application of this method.
3. Evaluate the effectiveness of the Snowball-Throwing method in writing descriptive texts.

Basic Competencies

1.7 Create a well-structured descriptive text by following the correct structure, both in written and oral forms.

3.7 Use correct and effective language in descriptive texts, including adjectives, adverbs, and clear sentence structures, so that the reader or listener can easily visualize the described subject

Competency Achievement Indicators

1. Effectively use the Snowball-Throwing method to generate ideas for a descriptive text.
2. Complete the pre-test writing task with an acceptable score.
3. Complete the post-test writing task with an improved score.
4. Produce a well-organized and detailed descriptive paragraph.

Learning Materials

- **Meeting 1:** Introduction to the Snowball-Throwing method and how to use it for writing descriptive texts.
- **Meeting 2:** Pre-test on writing a descriptive paragraph to measure students' initial abilities.
- **Meeting 3:** Post-test on writing a descriptive paragraph after applying the Snowball-Throwing method.
- **Meeting 4:** Evaluate post-test results and gather feedback from students regarding the method used.

Learning Activities

| Stage | Activities | Time Allocation |
|---------------------|--|-----------------|
| Introduction | 1. The teacher opens the lesson with greetings, attendance, and a prayer. 2. The teacher explains the learning objectives and activities for the lesson. | 15 minutes |

| Stage | Activities | Time Allocation |
|-------------------|---|-----------------|
| Main | Meeting 1: 1. The teacher explains the Snowball-Throwing method for writing descriptive texts. 2. Students practice using the Snowball-Throwing method. | 45 minutes |
| | Meeting 2: 1. The teacher explains the purpose of the pre-test to assess students' initial descriptive writing skills. 2. Students complete the pre-test, before using the snowball throwing method . | 45 minutes |
| | Meeting 3: 1. The teacher reminds the students about the purpose of the post-test to measure progress. 2. Students complete the post-test ,after using snowball throwing method . | 45 minutes |
| | Meeting 4: 1. The teacher guides students in filling out a questionnaire to evaluate the effectiveness of the Snowball-Throwing method. 2. Students provide feedback. | 45 minutes |
| Conclusion | 1. The teacher conducts a brief Q&A session at the end of each meeting. 2. The teacher appreciates students' participation and assigns independent writing tasks. | 15 minutes |

Media and Learning Sources

- **Media:** white board , paper
- **Sources:** Writing materials related to descriptive texts, pre-test, post-test, and questionnaire.

| Aspect | Indicator | Meeting |
|---------------------|--|----------------|
| Content | Thesis statement, related ideas, development of ideas through experience, illustrations, facts, opinions, description, cause and effect, comparison, and consistency of focus. | Meeting 2 |
| | Effectiveness of the introduction, logical and chronological sequence of ideas, relevance, and conclusions. | Meeting 2 |
| Language Use | How words are arranged into sentences. | Meeting 2 |
| Vocabulary | Selection of the right words to develop and demonstrate ideas. | Meeting 2 |
| Mechanics | Spelling, punctuation, reference citations (if any), or the appearance and neatness of the writing. | Meeting 2 |

Assessment Rubrik

| Aspect | Score | Description |
|---------------------|--------------|---|
| Content | 30 | Evaluates the depth of idea development related directly to the descriptive text. |
| Organization | 20 | Evaluates how well the sequence and organization of ideas match the logical structure of a descriptive paragraph. |
| Language Use | 25 | Evaluates how correctly and effectively the student uses sentence structure, especially in descriptive writing. |
| Vocabulary | 20 | Evaluates how accurately and variably the student uses vocabulary to support their ideas in the description. |
| Mechanics | 5 | Evaluates the accuracy of spelling, punctuation, citations, |

| Aspect | Score | Description |
|--------|-------|--|
| | | and the overall neatness of the writing. |

Calculation of scores

1. **Pre-test and Post-test:** Scores are calculated based on the number of correct answers, using the following formula:
 - $\text{Score} = (\text{Number of Correct Answers} / \text{Total Number of Questions}) \times 100$
 - Improvement in scores is calculated by looking at the difference between pre-test and post-test results.
2. **Questionnaire:** Feedback is gathered using a Likert scale to evaluate students' views on the effectiveness of the Snowball-Throwing method.
3. **Final Score Calculation:** The final score is calculated using the formula:
 - $\text{Final Score} = ((\text{Content} + \text{Organization} + \text{Language Use} + \text{Vocabulary} + \text{Mechanics}) / \text{Maximum Score}) \times 100$

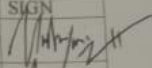
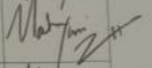
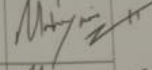
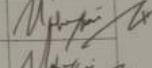
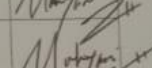
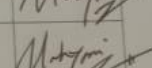
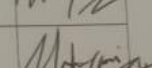
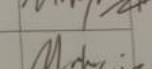
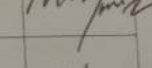
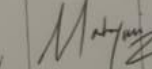
Appendix 3 Research Activity List 1

RESEARCH ACTIVITY LIST

Name : Siti Aisyah Rangkuti

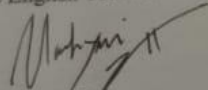
Npm : 2002050044

Study Program : English Education

| NO | DATE | DESCRIPTION | SIGN |
|----|---------------------|---|---|
| 1 | Monday 04-11-2024 | Submit a research permit and discuss the researcher schedule. |  |
| 2 | Tuesday 05-11-2024 | Initial observation collected studenty data, made students attendance list. |  |
| 3 | Monday 11-11-2024 | Discussed with the mentor teacher about what the researcher would do and submitted lesson plan. |  |
| 4 | Tuesday 12-11-2024 | Giving Pre-test to the students of experimental group. |  |
| 5 | Friday 15-11-2024 | Giving Pre-test to the students of control group. |  |
| 6 | Monday 18-11-2024 | Giving treatment using snowball throwing method in experimental group. |  |
| 7 | Monday 9-12-2024 | Giving material without using snowball throwing method in control group. |  |
| 8 | Tuesday, 10-12-2024 | Provide evaluation in the foons of Post-test after treatment in the experimental group. |  |
| 9 | Friday ,16-12-2024 | Provide evaluation in the form of Post-test after ne treatment in the control group. |  |
| 10 | Monday 6-01-2025 | Submitted some data to be sign, saked for a letter of reply that the research had been completed in accordance with the time given by the school. |  |

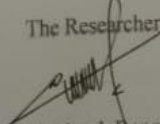
Monday,6 january 2025

The English Teacher



Mahyani SP.d

The Researcher



Siti Aisyah Rangkuti

Appendix 4 Absent Experiment group 1

The students' Attendance of Control Group 8-~~4~~ class
Academic Year 2024/2025

| No | Name | Pre- test | Without Treatment | Post -test | Sign |
|----|------|---------------|-------------------|---------------|-------|
| | | frist meeting | Second meeting | Third meeting | |
| 1 | AU | ✓ | ✓ | ✓ | Rud |
| 2 | RW | ✓ | ✓ | ✓ | Neod |
| 3 | FA | ✓ | ✓ | ✓ | Longe |
| 4 | AB | ✓ | ✓ | ✓ | Nout |
| 5 | TL | ✓ | ✓ | ✓ | Stef |
| 6 | SR | ✓ | ✓ | ✓ | Samat |
| 7 | AZ | ✓ | ✓ | ✓ | Longe |
| 8 | MZA | ✓ | ✓ | ✓ | Longe |
| 9 | SMA | ✓ | ✓ | ✓ | Longe |
| 10 | A | ✓ | ✓ | ✓ | Longe |
| 11 | KH | ✓ | ✓ | ✓ | Longe |
| 12 | AR | ✓ | ✓ | ✓ | Longe |
| 13 | SIF | ✓ | ✓ | ✓ | Longe |
| 14 | LG | ✓ | ✓ | ✓ | Longe |
| 15 | AT | ✓ | ✓ | ✓ | Longe |
| 16 | RA | ✓ | ✓ | ✓ | Longe |
| 17 | MU | ✓ | ✓ | ✓ | Longe |
| 18 | SIM | ✓ | ✓ | ✓ | Longe |
| 19 | YS | ✓ | ✓ | ✓ | Longe |
| 20 | SR | ✓ | ✓ | ✓ | Longe |
| 21 | SA | ✓ | ✓ | ✓ | Longe |
| 22 | FA | ✓ | ✓ | ✓ | Longe |
| 23 | MPS | ✓ | ✓ | ✓ | Longe |
| 24 | HK | ✓ | ✓ | ✓ | Longe |
| 25 | WW | ✓ | ✓ | ✓ | Longe |
| 26 | KZ | ✓ | ✓ | ✓ | Longe |
| 27 | YZPS | ✓ | ✓ | ✓ | Longe |
| 28 | AF | ✓ | ✓ | ✓ | Longe |
| 29 | NFN | ✓ | ✓ | ✓ | Longe |
| 30 | ABP | ✓ | ✓ | ✓ | Longe |

Appendix 5 Attendance of Experiment class 1

The students' Attendance of Experimental Group 8-4 class
Academic Year 2024/2025

| No | Name | Pre- test | Without Treatment | Post -test | Sign |
|----|------|---------------|-------------------|---------------|------|
| | | frist meeting | Second meeting | Third meeting | |
| 1 | MPN | ✓ | ✓ | ✓ | |
| 2 | WWS | ✓ | ✓ | ✓ | |
| 3 | FA | ✓ | ✓ | ✓ | |
| 4 | MA | ✓ | ✓ | ✓ | |
| 5 | ZWL | ✓ | ✓ | ✓ | |
| 6 | SFS | ✓ | ✓ | ✓ | |
| 7 | WAI | ✓ | ✓ | ✓ | |
| 8 | YZS | ✓ | ✓ | ✓ | |
| 9 | ADH | ✓ | ✓ | ✓ | |
| 10 | RST | ✓ | ✓ | ✓ | |
| 11 | AK | ✓ | ✓ | ✓ | |
| 12 | ABS | ✓ | ✓ | ✓ | |
| 13 | YZ | ✓ | ✓ | ✓ | |
| 14 | SYW | ✓ | ✓ | ✓ | |
| 15 | TNL | ✓ | ✓ | ✓ | |
| 16 | AH | ✓ | ✓ | ✓ | |
| 17 | VVA | ✓ | ✓ | ✓ | |
| 18 | AM | ✓ | ✓ | ✓ | |
| 19 | RIB | ✓ | ✓ | ✓ | |
| 20 | ANS | ✓ | ✓ | ✓ | |
| 21 | NAS | ✓ | ✓ | ✓ | |
| 22 | HA | ✓ | ✓ | ✓ | |
| 23 | MPS | ✓ | ✓ | ✓ | |
| 24 | NMPS | ✓ | ✓ | ✓ | |
| 25 | FA | ✓ | ✓ | ✓ | |
| 26 | KNH | ✓ | ✓ | ✓ | |
| 27 | RS | ✓ | ✓ | ✓ | |
| 28 | NH | ✓ | ✓ | ✓ | |
| 29 | TNA | ✓ | ✓ | ✓ | |
| 30 | BA | ✓ | ✓ | ✓ | |

Appendix 6 Questionnaire

1. PRE TEST

TEST OF FREE WRITING DESCRIPTIVE TEXT

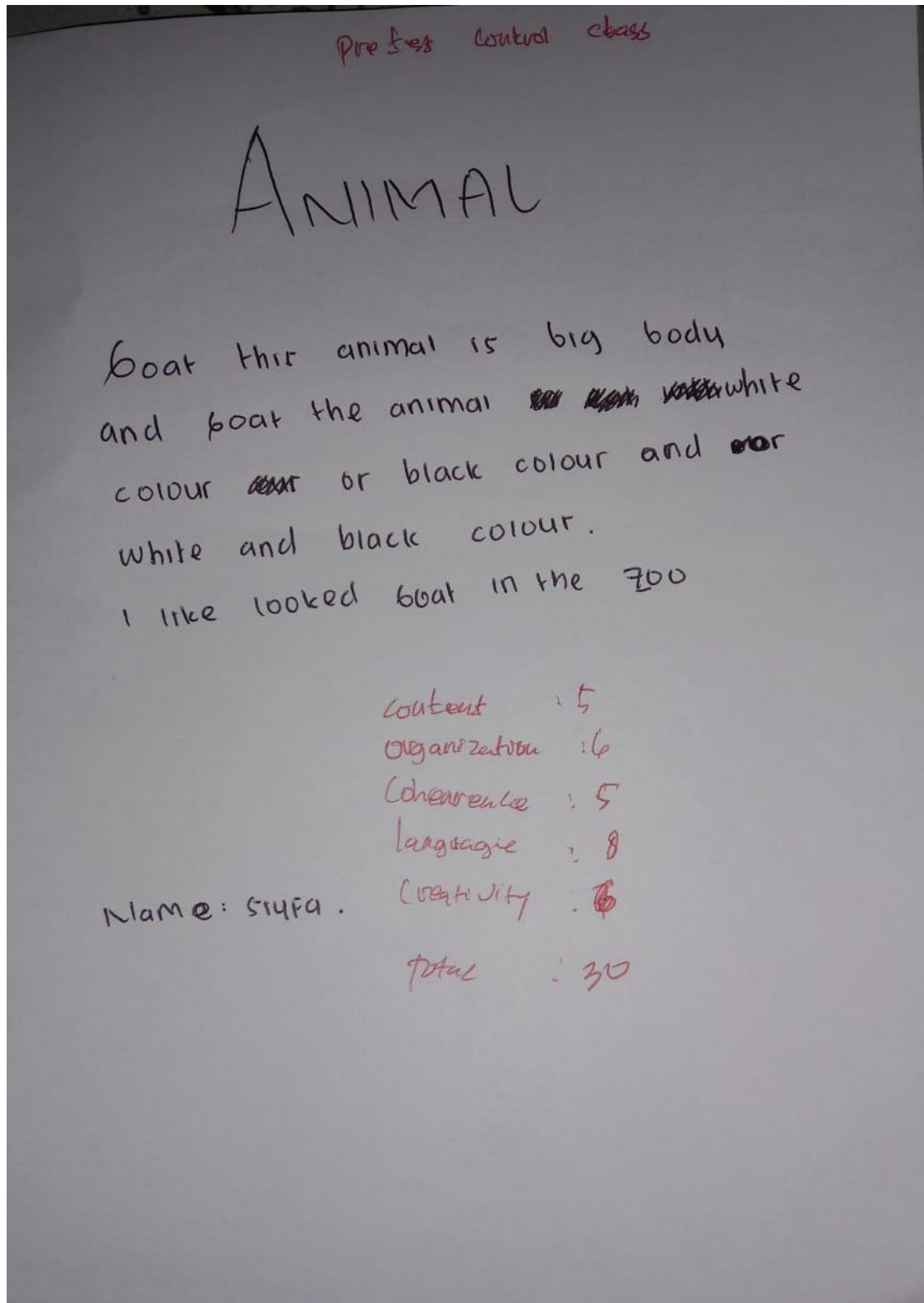
- ☐ Write a descriptive text about “describing your favourite Animal” as creative as possible based on your knowledge.
- ☐ You have 40 minutes to finish it.
- ☐ Minimum word at least 100 words.

2. POST TEST

TEST OF FREE WRITING DESCRIPTIVE TEXT

- ☐ Write a descriptive text about “describing your favourite idol” as creative as possible based on your knowledge.
- ☐ You have 40 minutes to finish it.
- ☐ Minimum word at least 100 words

Appendix 7 Pre-Test Results for control class



Pre test Experiment class

Snake

hi!

my name is meirya.

I very, very like snake.

the snake is beautiful, and cool.

I like cobra snake
and viper snake.

I wish I can to raise a snake.

the snake is my friend if I alone in my home.

I like ~~snake~~ snake

my snake name is "Vaila."

Content

Organization : 5

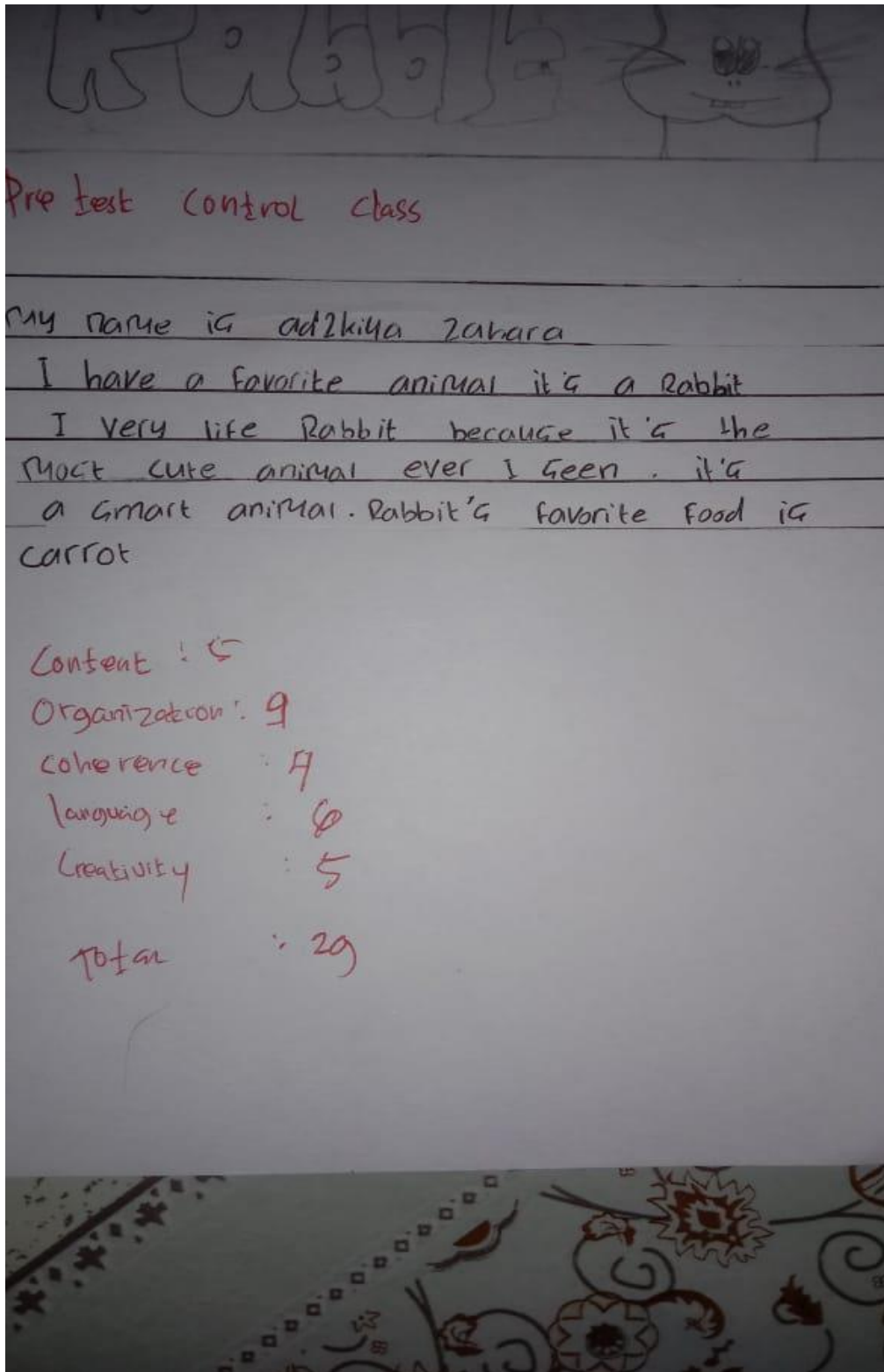
Coherence : 4

Language : 5

Creativity : 6

Total : 20

Neysa Putri S.



Nama : Wahda Wardani -

Pre-test control class

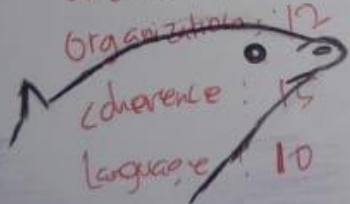
DOLPHIN

My name is "Wahda Wardani", I verry
a dolphin. I looked the dolphin in the
museum. So many dolphin's in the museum.
They are verry cute's. "I verry like they
I wish I can to raise a dolphin.

" I wish I can swim with the dolphin "

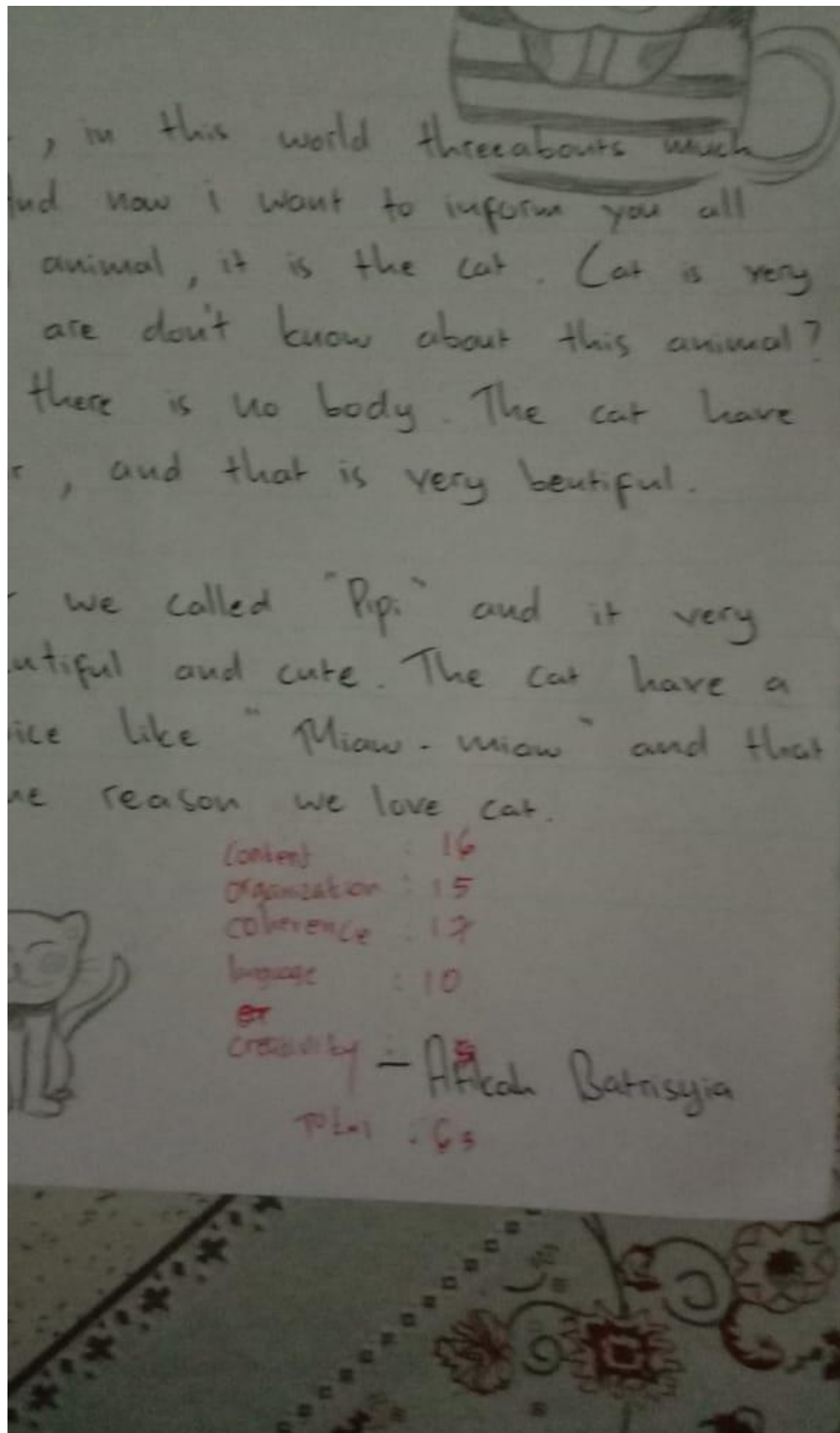
I like when dolphin take out the vorce
and ... When they jump, jump in the

Content : 10
Organization : 12
Coherence : 15
Language : 10
Creativity : 8
Total : 55



The cute dolphin is
like with upin - ipin
the dolphin verry c

Appendix 8 Pre-Test Results for Experiment 1



elephant

Elephant this animal is ~~big~~ Big body
 the animal live in layer so we can see
 animal in zoo, this animal have noise
 ng to take ~~food~~ her food to ate. ~~elephant~~
 elephant is animal cute in zoo because
 animal have Big body so have noise lon

Name: cludor

Content: 8

Organization: 9

Coherence: 10

Language: 8

Contrast: 5

Total: 40

Butter fly

pre test Experiment
class

Hai... my name is Jarkiya..
and my favorite animal is
Butter fly.

I like butterfly with brown
colour!! , because ? It's verry
beautiful.

Butter fly can be my friend I & I alone.

I verry like butterfly's.

my butterfly name is
"Rishy"

Jarkiya-

Content : 5

Organization : 6

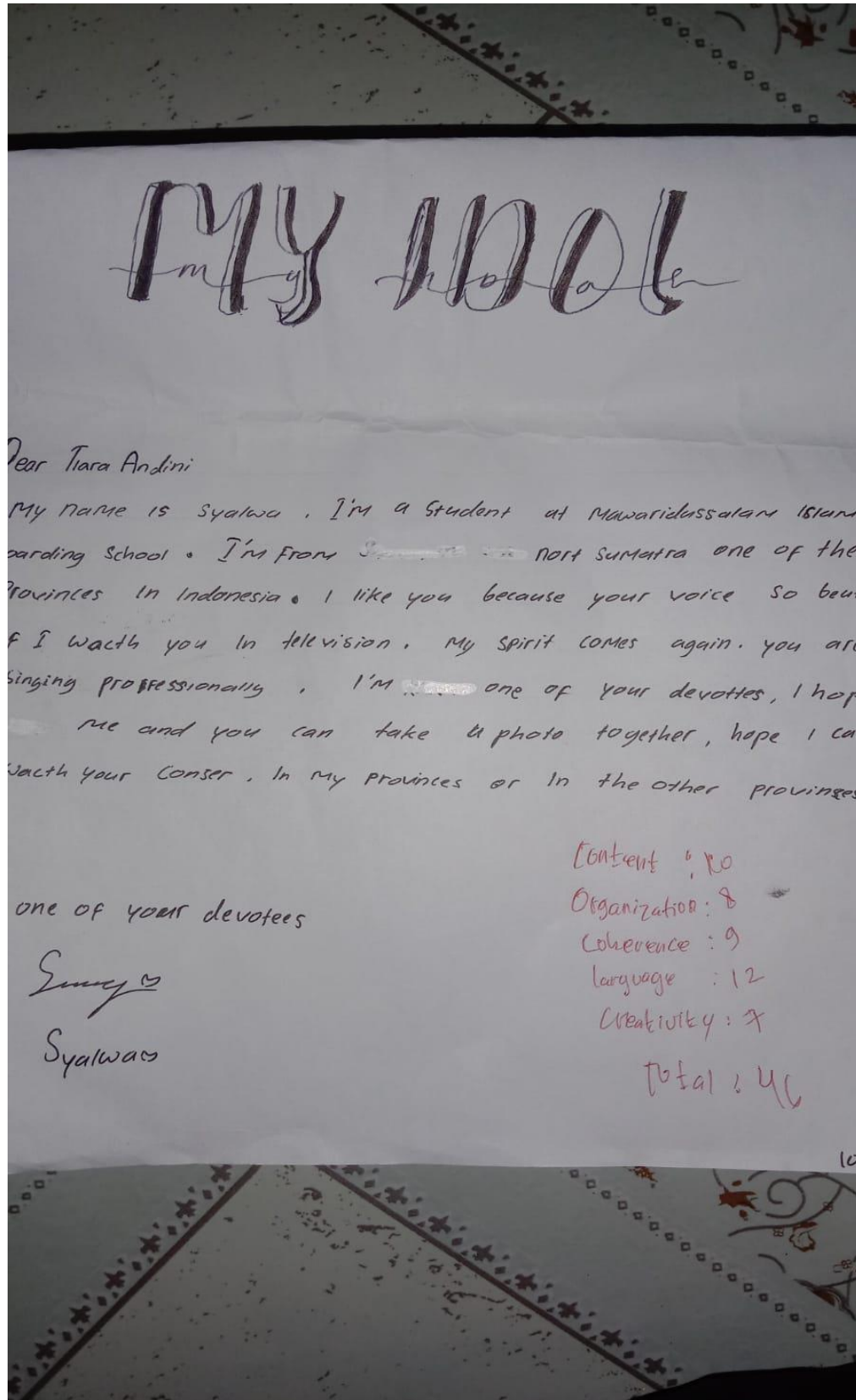
Coherence : 4

Language : 5

Creativity : 6

Total : 29

Appendix 9 Post-Test Results for Experiment 1



Yasmine Saragih

No. :

Date :

Post test

Pertinent class

My Idol

My name is Yasmine saragih, i'm from mawaridusalamah islamic boarding school, in batangkuis. I really like Jerome Polin, because he teach ~~many people the math~~ the math lesson to many people. And before i ~~see~~ saw him at the youtube, i really ~~to~~ lazy to learn math lesson, and after i saw her, my spirit come again, and now i like to learn the math lesson because of him. He is so smart and handsome, and because of ~~his~~ his knowledge, he can get the money, and go to the any ~~forth~~ country.

Maybe you could send your signed photograph, if you can, i really happy because of that.

Thank you

Content : 15

Organization : 17

Coherence : 12

Language : 14

Creativity : 8

Total 66

My name is wahda wardani

Post test Experiment Class

MY

MOOL

Dear Asyifa

My name is "wahda wardani 5"

I am a student at mawandussalam and i from "sibolga"

I like watch you time competition, you impressive.

you beautiful and you natural ability. And

I hope I can like as you. And the last

I wish to come across with you :)

You are the athlete of volley professionally

"Asyifa nur latifah azzahrah"

Content : 10

Organization : 8

Experience : 9

Language : 15

Creativity : 7

Total : 49

Name : Yasmin Zahira Putri Sirait
 Class : Post test Experiment class



Dear boboiboy

I am one of your followers, my name is Yasmin Zahira Putri Sirait. I am a student of Mawaridussalam Islamic Boarding School. I am from North Sumatra one of provinces in Indonesia. I like Boboiboy, because boboiboy can make me happy and laugh. I always watch boboiboy in my Television, and my Handphone. I Always waiting Boboiboy begin in my Television.

I like Boboiboy when he can lost he's rival. Boboiboy have seven elemental's : fire elemental's, water elemental's, Solar Elemental's, halilintar elemental's, etc. I like you the most Boboiboy.

I hope, I can watch you in my Television.

Boboiboy.

Content : 5

Organization : 8

Coherence : 10

Language : 11

Creativity : 7

Total : 45

na kailani

post test Exprement

My idol

Dear Arhan pratama

my name is Hayna kailani. I am student at mawaridussalam islamic Boarding school. I am from North Sumatra one of the province in Indonesia. for long time, I was not playing soccer since I got my ake sprain. But, when I watch you in the television my spirit comes again. you are playing professionally such other international soccer players. it makes me keen to play that game again. soon, I will be playing soccer with my friend as before

Content : 12

Organization : 10

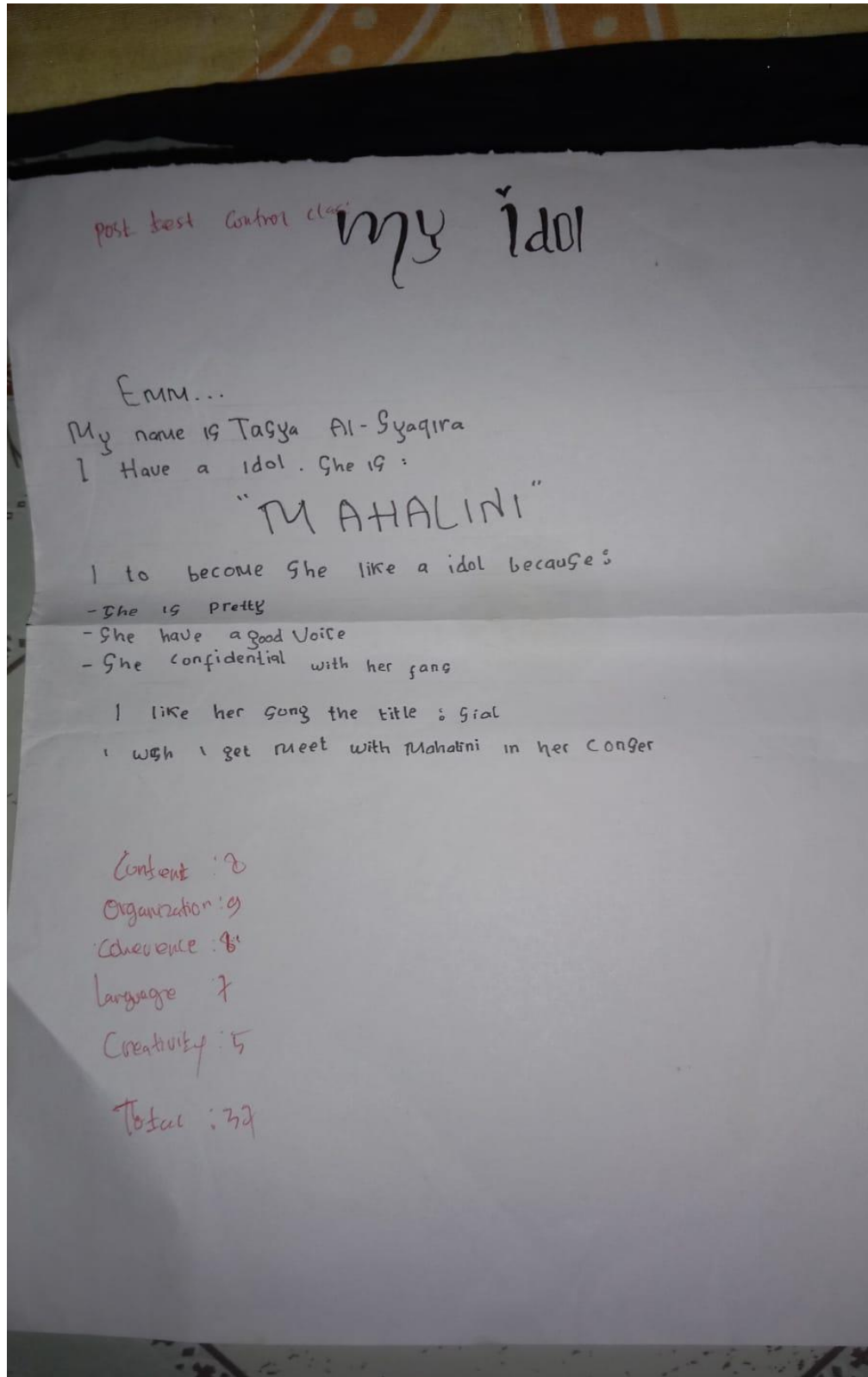
Coherence : 16

Language : 18

Creativity : 8

Total : 64

Appendix 10 Post-Test Results for Control class



Name: fadhilah amaliyah hutabarat

post test control class

Dear bernadya,

Hai my name is fadhilah amaliyah.

~~my~~ I'm a student at mawaridussalam islamic boarding school. I am from North Sumatra

One of the provinces in Indonesia. I always watching

your concert if I can watch and if I watch you in the television, my spirit comes again,

You are singing professionally.

I am one of your devotees.

It makes me keen to sing a song again, soon, I will be singing as before

I very like with you, I miss you and your sing about one moment that.

I hope I can see you with my eyes and my hand alone.

and I can ask your signed photograph.

One of your devotees.

fadhilah
fadhilah

fadhilah Amaliyah Hutabarat.

Content : 10
Organization : 12
Coherence : 16
Language : 15
Creativity : 18

10, December, 2024

Total : 61

Pre-test Experiment Class

Snake

hi!

my name is meirya.



I verry, verry like snake.

the snake is beautiful, and cool.

I like cobra snake
and vifon snake.

I wish I can to raise a snake.

the snake is my friend if I alone in n

I like snake

my snake name is "Valler."

Content

Organization : 5

Coherence : 4

Language : 5

Creativity : 6

Total : 20

meirya

Tasya nasila Lubis

post test control class

MY idol

My name is Tasya Nasila Lubis. I'm From mawaridussalam islamic boarding school in batangkuis. I really like arhan pratama, because he so handsome and he so good in the soccer game. and my favorite athlete soccer is arhan pratama.

I hope I see you in medan. before that I see you in youtube. and I hope I and you signed photograph. I really happy because of that

thank you

| | |
|--------------|------|
| Content | : 9 |
| Organization | : 10 |
| Coherence | : 11 |
| Language | : 12 |
| Creativity | : 8 |
| Total | : 40 |

Hai my name is shaqila zahrani
 I verry like the rainbow fish
 they are verry cute in the aquarium
 I don't like fish in the dich, but I like a fish
 in the sea, in my home there's a fish, the fish
 can make me happy when I alone in my home,
 I like a fish but i don't like eat a fish,
 I with I can swim with the fish in the
 aquarium.

Content : 6
 Organization : 7
 Coherence : 10
 Language : 8
 Creativity : 14
 Total : 36

Shaqila zahrani.

Appendix 11 documentation 1

Appendix 12 Surat Izin riset 1


UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi (Angka Bermanfaat Pendidikan) Status Akreditasi: Baik sekali (Angka Bermanfaat Pendidikan) Tanggal No. Terakreditasi: 10/01/2018
Pusat Administrasi: Jalan Muktiar Basri No. 3 Medan 20236 Telp. (061) 8622435 - 86224367 Fax. (061) 8622474 - 8631003
https://kaj.umsu.ac.id/ T@kaj@umsu.ac.id @umsu.ac.id @umsu.ac.id @umsu.ac.id @umsu.ac.id

Nomor : 30/IL3-AU/UMSU-02/F/2025
 Lamp : ---
 Hal : Permohonan Izin Riset

Medan, 06 Rajab 1446 H
 6 Januari 2025 M

Kepada Yth, Bapak/Ibu
 Kepala Pondok Pesantren Nawaridussalam
 di
 Tempat

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa'ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Siti Aisyah Rangkuti
 N P M : 2002050044
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : **The Effectiveness of the Snowball Throwing Method in Improving Students' Writing Skill**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
 Wassalamu'alaikum




 R. Sutrisno, M.Pd.
 NIDN.0004066701

Pertinggal






Appendix 13 Surat balasan riset 1

 **MADRASAH TSANAWIYAH
PONDOK PESANTREN MAWARIDUSSALAM**
NSM : 121212070103 NPSN : 10264176 Email : mtsppmawaridussalam@gmail.com
Jl. Peringgian Desa Tumpatan Nibung Kec. Batang Kuis Kab. Deli Serdang Sumatera Utara 20372

Nomor : 0297/MTsS-PP.Masa/SPP/III/2025
Lamp : -
Hal : Penerimaan Penelitian

Kepada Yth:
Ka. Jurusan FKIP UMSU
Di
Tempat

Kepala Madrasah Tsanawiyah Swasta PP Mawaridussalam

Nama : Sirojul Alwan Situmorang, ST
Jabatan : Kepala Madrasah
Alamat : Jl. Peringgian Dusun III Desa Tumpatan Nibung Kec. Batang Kuis

Dengan Ini menyatakan bahwa nama yang tertera di bawah ini:

Nama : Siti Aisyah Rangkuti
NIM : 2002050044

Adalah benar telah diterima melakukan riset penelitian di MTsS PP Mawaridussalam guna memenuhi tugas akhir dengan judul "THE EFFECTIVENESS OF THE SNOWHALL THROWING METHOD IN IMPROVING STUDENTS WRITING SKILL"

Demikian surat keterangan ini dibuat sebagai mana adanya, dan digunakan sebagai mana mestinya.

Batang Kuis, 17 Maret 2025
Kepala Madrasah Tsanawiyah Swasta
PP Mawaridussalam

Sirojul Alwan Situmorang, ST

Appendix 14 K1 1


**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20138
 Website: <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Aisyah Ranghuti
 NPM : 2002050044
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK = 3,59

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|---|--|--|
|  | The Effectiveness of the Snowball Throwing Method in Improving Students' Writing |  |
| | Applying Visual Prompts through the Word Relay Technique to Improve Students' Writing. | |
| | Applying Board Race Game to Increase Students' Vocabulary Mastery | |


Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 6 Februari 2024
 Hormat Pemohon,

 Siti Aisyah Ranghuti

Keterangan:
 Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 15 k2 1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Siti Aisyah Rangkuti
 NPM : 2002050044
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

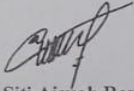
The Effectiveness of the Snowball Throwing Method in Improving Students' Writing

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dr. Cut Novita Srikandi, S.S., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 6 Februari 2024
 Hormat Pemohon,

 Siti Aisyah Rangkuti

Keterangan
 Dibuat rangkap 3 : - Untuk Dekan / Fakultas
 - Untuk Ketua / Sekretaris Prog. Studi
 - Untuk Mahasiswa yang Bersangkutan

Appendix 16 K3 1

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1452 /II.3/UMSU-02/F/2024
 Lamp : ---
 Hal : Pengesahan Proyek Proposal
 Dan Dosen Pembimbing

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Siti Aisyah Rangkti
 N P M : 2002050044
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : The Effectiveness of the Snowball Throwing Method in Improving Students' Writing.

Pembimbing : Dr. Cut Novita Srikandi, S.S., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 26 Juni 2025

Medan 19 Dzulhijjah 1445 H
 26 Juni 2024 M

Wassalam
 Dekan

 Dra. Hj. Svamsuyurnita, MPd.
 NIDN : 0004066701




Dibuat rangkap 5 (lima) :
 1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR












Appendix 17 Bimbingan 1




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Siti Aisyah Rangkuti
 N.P.M : 2002050044
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effectiveness of the Snowball Throwing Method in Improving Students' Writing

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|---------------------------------|---|---|
| 11 st January 2024 | Discuss about the title |  |
| 23 rd July 2024 | Identification of Problem, the scope and limitation |  |
| 30 th September 2024 | The Formulation of Problem, The Objective of research |  |
| 2 nd October 2024 | Learning Method, Writing Skill, research tool |  |
| 10 th October 2024 | Conceptual Framework, research theory |  |
| 15 October | ACC |  |
| | | |

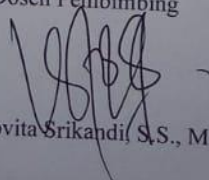
Diketahui oleh:
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum)


Medan, Juli 2024

Dosen Pembimbing



(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Appendix 18 Bimbingan skripsi 1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Siti Aisyah Rangkuti
 N.P.M : 2002050044
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Snowball Throwing Method in Improving Students' Writing

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|------------|--|--------------|
| 07/02/2025 | • sample & population | |
| 24/2-2025 | • Finding OK, but need to revise in Discussion | |
| 10/3-2025 | • Revise in Discussion section & suggestion! • need more effort to revise it. | |
| 19/3-2025 | • Discussion need more explanation ! | |
| 20/03-2025 | • Discussion OK, Conclusion ! | |
| 15/05-2025 | Conclusion OK | |
| 16/5-2025 | Acc | |

Diketahui oleh:
Ketua Prodi


(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 30 Januari 2024

Dosen Pembimbing

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Appendix 19 Lembar Pengesahan Skripsi 1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umyu.ac.id> E-mail: fkip@umyu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

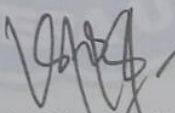
Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Aisyah Rangkuti
 N.P.M : 2002050044
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Effectiveness of Snowball Throwing Method in Improving Students' Writing

sudah layak disidangkan.


Medan, Janurari 2025

Disetujui oleh:
 Pembimbing



Dr. Cut Novita Srikanthi, S.S., M.Hum.

Diketahui oleh:

Dekan


Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi


Dr. Pirman Ginting, S.Pd, M.Hum.