THE EFFECT OF SNOWBALL THROWING MODEL IN ABILITY TO WRITING RECOUNT TEXT AT CLASS X OF SMA NEGERI LAWE SUMUR ACADEMIC YEAR 2021/2022

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Abstract *The purpose of this study deals with the effect of snowball throwing model in ability to writing recount text at class X in SMA Negeri Lawe Sumur Academic Year 2021/2022. Its objective is to find out whether the use snowball throwing model has a significance effect in writing recount text. Population and samples used in this study were all students of class X total 36 students. The method used in this study is an experimental method with a one group as pretest and posttest design .This study was carried on using quantitave method. The data was analysed by using t-test. The researcher found the pretest mean = 50,97 , deviation standard = 2,87 and experienced an increase in the posttest mean = 78,47, deviation standart = 3,69. From this analysis, writer found that guided snowball throwing model has significane in teaching writing recount text. It can be proved by the result of the analysis showed that "t_o" observed about 35,26 was higher than "ttable" about 2,030 with the level significance is 0,05% it implies that the teacher of English should use snowball throwing model in teaching writing recount text so that the teaching and learning process can be successful.*

Keywords*: The Effect, Snowball throwing model, abilty, Writing Recount text*

INTRODUCTION

One of the skills that must be learned is writing. According to Sarimarsutalinda, Indrawati, and Suganda (2018: 14), " will be clear to the reader". Writing is an activity that produces thoughts and feelings. Writing can also be interpreted as a way of communicating by expressing thoughts, feelings and desires to others in writing. Writing is one of the language skills and is an activity that has a relationship with thinking processes and expression skills in. According to Ghazali, (2012:295) Writing is widely used as a way to practice linguistic elements or to express things that are personal to students. Writing activity is an activity to communicate ideas to make readers understand the meaning of information ideas and understand how to communicate. Writing activities in second language teaching are usually considered as secondary skills whose importance lies below listening, speaking, and reading skills.

Writing is a difficult subject for students. to write so that student achievement in writing is not good. Zhaminang (2013:2), adds that writing is an activity that expresses ideas, messages or information in written form. One of the writing lessons that are difficult for students to do is writing recount text. According Cakrawati (2018:2) Recount Text or "Recount Text" is a text that retells the author's past experiences. The purpose of writing recount text is to provide information on the activities of the author that have been experienced in the past with the intention of entertaining the reader. According to Pardiyono (2017:73 or retell past events. On the other hand, Anderson & Anderson (2012:49) give their opinion about recount text, which is a text that tells a number of events in the past in a certain time series in sequence.

Based on observations at SMA Negeri Lawe Sumur and teachers in the field of English studies in class X. Learning to write recount text is very low because students experience many difficulties in compiling a recount text. So far, teachers in the learning process only explain theories about a text and provide examples of text models from textbooks, then the teacher asks students to make texts. Based on the results of the learning carried out, many students make texts by imitating existing texts and students are less challenged and less creative. To be able to produce good writing, there are several things that must be mastered, namely Grammar and Vocabulary.

The results of the learning evaluation carried out, many students' works experienced the same ideas, organization, grammar and vocabulary. Students have not been able to expand their ideas, writing is not regular, grammar is not right and the choice of vocabulary (diction) is still very small. Judging from the learning outcomes, many students scored below the KKM in the material for writing recount text. These problems underlie the research. Writing is the most important thing from other components such as reading, speaking and listening because writing is a way of summarizing the other three components. For example, Speaking, students can be trained with students' habit of listening to songs or watching films in English.

Based on the problems above, the research focuses on the application of the snowball throwing model with the hope that this method can improve the writing competence of class X students of SMAN 1 Lawe Sumur and the students' scores are expected to reach the value according to the KKM set. For this reason, the author uses the snowball throwing learning model. Snowball throwing model is a method of learning snowball throwing which is an active learning model in which all students are actively involved (Kasim, 2015:4). other people, and conveying these messages to their friends in a group. Throwing questions

does not kneaded into a paper ball and then thrown to other students. The student who gets the paper ball then opens it and answers the question.

REVIEW OF LITERATURE

Understanding Of Snowball Throwing

According to Agus Krisno (2016:130) learning that can be used to provide students with the concept of understanding difficult material and can be used to determine the extent of students' knowledge and abilities in the material. The snowball throwing learning actively involved (Kasim, 2015). other people, and conveying these messages to their friends in a group. Throwing questions does not use sticks like the Talking Stick learning model, but uses paper containing questions that are kneaded into a paper ball and then thrown to other students. The student who gets the paper ball then opens it and answers the question.

The steps for learning the snowball throwing method according to Agus Krisno (2016:132)

a. The teacher conveys the material to be presented.

b. The teacher forms groups and calls each group leader to provide an explanation of the material.

c. Each group leader returns to their respective groups and then explains the material presented by the teacher

to his friend.

d. Then each student is given one sheet of work paper to write down any questions regarding the material that has been explained by the group leader.

e. Then the paper is made into a ball and thrown from one student to another for 15 minutes.

f. After students get one ball, students are given the opportunity to answer the questions written on the ball-shaped paper in turn.

g. Evaluation.

Snowball throwing method learning steps to recount text, the eight steps are as follows:

1. writing recount text

2. The teacher assigns students to write their personal experiences

3. After that the teacher prepares a paper that has been written "read out the results of writing your recount itext" iand ithen makes it like a ball.

4. After the students have finished writing their personal experiences in the form of the recount text. The teacher throws a paper ball to one of the students.

5. The student who is hit by the ball must tell the result of his writing.

6. After the student has told his experience, the student can throw it to his other friends to tell the writing of his experience and so on.

7. After all students tell their experiences, the teacher can assess the results of their writing.

8. After that, the teacher concludes on learning about writing recount text.

Recount text

Based on the 2013 School-Based Curriculum, there are several types of texts that high school students need to learn, one of which is Recount Text. The author argues that recount text is a text that is very close to students' lives which usually tells about personal experiences. Recount text is a type of text in English that tells about a story, action, or activity. Usually, recount text tells about someone's experience.

Recount text is one of text type that retells past event. According to Anderson (2011:13) a recount text is a piece of text that retells past event, usully in order in which they happed. Thus, the special features of recount test could be found in its chronologically. The explanation above can be concluded that recount text is a text activity that contains rewriting of experiences or events that occurred in written form.

According to Rosyadi Arifian M (2014), a recount text usually has three main parts: Orientation, Events, and Reorientation, namely:

1. Orientation, the first structure that contains information about the character, the place of the incident, when the incident took place and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader in order to understand the storyline.

2. Events, the second structure is the content of the text or in the form of stories about events or experiences that the author wants to convey to the reader.

3. Reorientation, the third structure contains conclusions and summaries or repetitions of information in the orientation structure.

Writing

Writing skill is one of the very important language skills of students that must be mastered by students. This is in line with what the government has done in the Middle School English Subject Syllabus Model (Kemendikbud, 2017: 1), which emphasizes. Sarimarsutalinda, Indrawati, and Suganda (2018:2) define that, clear to the reader". to develop ideas in expressing their inspiration in writing. According to Tarigan (2017: 1),. This explains

that according to Tarigan writing is an activity of conveying information indirectly from the writer to the reader.

Based on the second explanation from the experts, it can be said that writing is a language skill that does not have a language where the writer must be skilled at developing information and can develop ideas in his writing so that the information written by the author can be conveyed correctly by the reader.

The purpose of writing is simply to inform or inform, persuade, convince, and express feelings or emotions. Tarigan (2017:25) argues that the purpose of writing is divided into several formulations of writing objectives, including the following:

1) Assignment purpose (assignment purpose)

Writers write something because they are assigned, even on their own abilities, for example students who are given the task of summarizing books: a secretary who is assigned to make a report on meeting minutes.

2) Altruistic purpose

The author aims to please the readers, to present the position of the readers, wants to encourage the readers to understand, appreciate his feelings and reasoning, wants to make the lives of the readers easier and more enjoyable with his work.

3) Persuasive purpose

truth of the ideas described.

4) Informational purpose (the purpose of information, the purpose of information)

or description / explanation of the state of the reader.

5) Creative purpose (creative purpose)

Writing that aims to achieve artistic values, artistic values.

6) Self expressive purpose

Writing that aims to express himself or introduce himself to the author to read.

7) Problem solving purpose

In writing the author wants to solve the problems faced by the author. The author wants to explain, clarify, explore, and carefully examine his own thoughts and ideas so that they can be understood and accepted by readers.

The author's background affects the ability to write ideas and the content of the writing to be written, among others, the quality and quality differ from one another. Even so, the writer must pay attention to the abilities and needs of the readers.

Writing requires In the opinion of Liang Gie (in Janner, 2019: 3), the elements of writing consist of ideas, speech, arrangements and vehicles:

1. Ideas

Topic in the form of someone's opinion, experience or knowledge.

For novice writers, rides are often a problem. They use simple and limited vocabulary, grammar and rhetoric. To overcome this, the writer must enrich the unknown meaning. A writer must be diligent in writing and reading.

From the description above, it can be seen that the elements of writing consist of expressing ideas, the speech used by the author in conveying his writing, the arrangement in writing and the vehicle in the form of vocabulary and grammar. Where to create good writing must include all these elements.

RESEARCH METHODOLOGY

The research method is one way to achieve a goal. Meanwhile, of this the results of solving a problem in a certain way according to the research procedure. This research method will direct the research to a certain goal. The research through quantitative research methods. The research method is one way to achieve a goal. Meanwhile, of this the results of solving a problem in a certain way according to the research procedure. This research method will direct the research to a certain goal. The research through quantitative research methods. This method aims to determine the improvement of recount text material through snowball throwing.

According to Sugiono (2017:107) " is obtained about the subject then draw conclusions." The types of variables are:

1. Independent variables are conditions or characteristics that the researcher manipulates in order to explain the relationships with the observed phenomena.

2. The dependent variable is a condition or characteristic that changes or appears when the research introduces, modifies or substitutes for the independent variable.

Based on the above understanding, the independent variable in this research is to increase the recount text, while the dependent variable is the snowball throwing method.

According to Sugiyono (2020:126), the population is the entire element that will be used as a generation area. The total population element of the subject being measured is a precise unit. The population is the whole subject to be studied by researchers. Based on the explanation above, the population in this research were all students of class X SMA Negeri Lawe Sumur.

Table.
Population of Class X Students of Lawe Sumur State High School

No.	CLASS	TOTAL
1	X MIPA 1	18
2	X MIPA 2	18
TOTAL		36

The sample is part of the population that has the same characteristics as the population. The sample is part or representative of the population to be studied (Suharsimi Arikunto, 2019: 109). Sampling for research according to Suharsimi Arikunto (2019: 112), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. Based on this explanation, the population is less than 100 people, the entire population is used as a sample. The sample in this research were 36 people.

Data collection techniques include the types of data collected. The tests used were in the form of an initial test (pretest) and a final test (posttest). The initial test aims to determine the students' initial abilities. The final test aims to determine the differences in the abilities obtained by students after learning with certain actions. The two tests were given in the same class, the questions were tested on samples who had received learning to present data about recount text material.).

The data collection design used in this research is data obtained by using literature review techniques, trials, written tests, and analysis. After the required data is obtained then an analysis of the quality/criteria of the required instrument is carried out. So in preparing research must be careful. In line with that, so that the data can be collected properly.

The location of the research was carried out at SMA Negeri Lawe Sumur. Researchers chose this location because the location is close to the researcher's residence to make it easier and more efficient to go to the research location. The research schedule was carried out from March because the schedule was that students were not holding exams. So, the researcher did not interfere with the exam schedule at the school.

FINDING AND DISCUSSION

This research is purposing. The research is quantitative research with categorized as a type of pre-experimental study with a model approach to pre-test post-test design is: One group of experiments. The data is taking by giving pretest and posttest in table as following:

Table The Different of Means of Pre Test and the Post Test
Descriptive Statistics

Koding	N	Mean	Std. Deviation	Std. error
Students' Score Pre Test	36	50,97	2,87	0,48
Students' Score Post Test	36	78,47	3,69	0,62

The table showed that the mean score before and after the effect of snowball throwing model in ability to writing recount text . In pre test, the mean on pre test = 50,97 while in post test = 78,47. To more clearly, the picture below describes the difference of means Pre Test and Post Test as follow :

Picture The Score of Mean and Standard Deviation
on Pre Test and Post Test
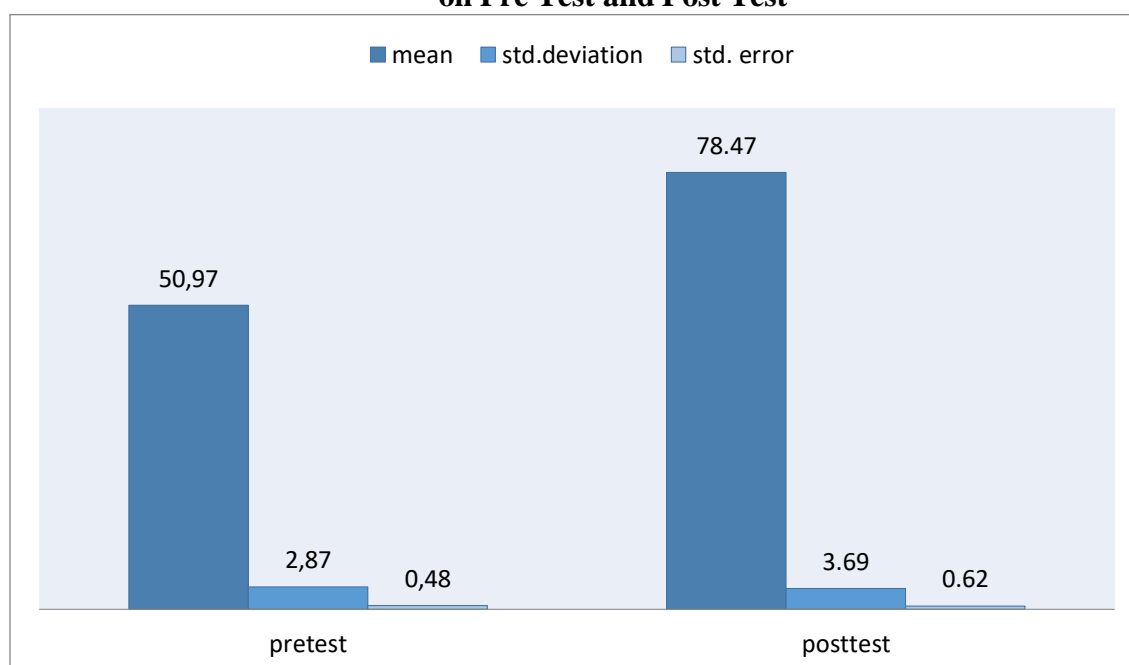
The Picture 4.2 above showed the result of Means on Pre Test = 50,97 while the result of the standard deviation = 2,87. And the result of mean of post test = 78,47 while the result of the standard deviation = 3,69.

After the researcher found the mean score and the standard deviation of each data on Pre Test and Post Test, so, the researcher calculated the equation of t test to take the conclusion from the hypothesis of this research. The calculation is described on the table below :

Determining the equation of t test

$$t_0 = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{S_1^2}{N} + \frac{S_2^2}{N}}}$$

$$= \frac{78,47 - 50,97}{\sqrt{\frac{8,22}{36} + \frac{13,60}{36}}}$$

$$= \frac{27,5}{\sqrt{\frac{21,82}{36}}}$$

$$= \frac{27,5}{\sqrt{0,61}}$$

$$= \frac{27,5}{0,78}$$

$$= 35,26$$

Based on the calculation showed above, the researcher found that the *tobservation* = 35,26 By seeing the t_{table} with df = n-1 of level α = 5%, it was found the t_{table} = 2,030. It meant that $t_{observation}$ is higher than t_{table} = 35,26 > 2,030. So, the researcher concluded that the hypothesis in this research was received. There is any the effect of snowball throwing model in ability to writing recount text at class X of SMA Negeri Lawe Sumur Academic Year 2021/2022.

CONCLUTION AND SUGGESTION

Conclution

Based on the data analysis and the discussions, the researcher took the conclusion as follows :

1. The minimum completeness criteria of English Lesson at SMA Negeri Lawe Sumur = 70. The mean score of students test on pre test = 50,97. The mean score on post test improved become = 78,47 and it reached the minimum completeness criteria score. There were 27,5 point the difference between pre test to the post test score. The calculation of data by using t test and found the $t_{observation} = 35,26$ then compared it with $t_{table} = 2,030$ of level alpha = 5%. It meant that $t_{observation}$ was higher that $t_{table} = 35,26 > 2,030$. So, the researcher concluded that there were the effect of snowball throwing model in ability to writing recount text at class X SMA Negeri Lawe Sumur academic year 2021/2022 and the hypothesis in this research was received.

Suggestion

Considering the result of this study, the writer would like to gide some suggestion, they are as follows :

1. To improve students' ability in writing recount text the\ teacher can using teaching as snowball throwing model. The teacher should use guided snowball throwing model in teaching writing recount text.
2. To teacher it is important to improve motivation the students' ability in writing recount text by using snowball throwing model as good model to increase students interest in writing recount text.

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