**The application of the audiovisual media snowball throwing model to improve students' ability to write narrative text**

**A aplicação do modelo de lançamento de bola de neve na mídia audiovisual para melhorar a capacidade dos alunos de escrever um texto narrativo**

**La aplicación del modelo de lanzamiento de bolas de nieve de medios audiovisuales para mejorar la capacidad de los estudiantes para escribir textos narrativos**

**Yulia Sari Harahap**

ORCID: https://orcid.org/0000-0003-3319-4772

FKIP Bahasa Inggris

Universitas Muslim Nusantara Al-Washliyah Medan, Indonesia

E-mail: yuliasari@umnaw.ac.id

**Rido Imam Ashadi**

ORCID: https://orcid.org/0000-0001-6827-5746

FKIP Bahasa Inggris

Universitas Muslim Nusantara Al-Washliyah Medan, Indonesia

E-mail: ridoimam@umnaw.ac.id

**Abstract**

This research objective is to find out the significant effect of the Snowball Throwing model with audiovisual media on the ability to write narrative text of UMN English Education Students of UMN Al-Washliyah. The research subjects were English Education FKIP students. There were about 22 students who participated in the research using a Quasi Experimental Design research approach. This study used a pretest and posttest control group design. Based on the statistical output, it is found that the average score for the improvement of students' narrative text writing skills or the mean for the control class is 0.19486 which belongs to the low increase category, while for the experimental class it is 0.36691 which belongs to the moderate improvement category. Thus, statistically and descriptively, it can be said that there is a difference in the average score for the improvement of students' narrative text writing skills between the control class and the experimental class. Based on the

Independent Samples Test output table in the Equal variances assumed section, the Sig. (2-tailed) of 0.008 which is smaller than 0.05, so it can be concluded that there is a significant difference between the average value of the improvement in students' narrative text writing skills between the control class and the experimental class. Furthermore, the Mean Difference value obtained is -0.172041, which means that the difference between the average value of the increase in students' narrative text writing skills in the control class and the experimental class is 0.172041. From the description above, as a conclusion, learning with audiovisual based animation media is better at improving students' narrative text writing skills.

**Keywords:** Snowball throwing; Audiovisual based learning; Narrative text**.**

**Resumo**

O objetivo desta pesquisa é descobrir o efeito significativo do modelo Snowball Throwing com mídia audiovisual na habilidade de escrever textos narrativos de alunos da UMN English Education da UMN Al-Washliyah. Os sujeitos da pesquisa foram alunos do English Education FKIP. Cerca de 22 alunos participaram da pesquisa usando uma abordagem de pesquisa de Design Quasi Experimental. Este estudo usou um desenho de grupo de controle pré-teste e pós-teste. Com base na produção estatística, verifica-se que a pontuação média para a melhoria das habilidades de escrita de texto narrativo dos alunos ou a média para a classe de controle é 0,19486 que pertence à categoria de baixo aumento, enquanto para a classe experimental é 0,36691 que pertence para a categoria de melhoria moderada. Assim, de forma estatística e descritiva, pode-se afirmar que existe uma diferença na pontuação média para o aprimoramento das habilidades de redação de textos narrativos dos alunos entre a turma controle e a turma experimental. Com base na tabela de saída do Teste de Amostras Independentes na seção Variâncias iguais assumidas, o Sig. (Bicaudal) de 0,008 que é menor que 0,05, podendo-se concluir que há uma diferença significativa entre o valor médio da melhora nas habilidades de redação de textos narrativos dos alunos entre a classe controle e a classe experimental. Além disso, o valor da diferença média obtido é -0,172041, o que significa que a diferença entre o valor médio do aumento nas habilidades de escrita de texto narrativo dos alunos na classe controle e na classe experimental é 0,172041. A partir da descrição acima, como conclusão, aprender com mídia de animação audiovisual é melhor para melhorar as habilidades de escrita de textos narrativos dos alunos.

**Palavras-chave:** Lançamento de bola de neve; Aprendizagem audiovisual; Texto narrativo.

**Resumen**

El objetivo de esta investigación es conocer el efecto significativo del modelo de lanzamiento de bolas de nieve con medios audiovisuales sobre la capacidad de redacción de textos narrativos de estudiantes de educación en inglés de la UMN de Al-Washliyah. Los sujetos de investigación fueron estudiantes de Educación en Inglés FKIP. Aproximadamente 22 estudiantes participaron en la investigación utilizando un enfoque de investigación de Diseño Cuasi Experimental. Este estudio utilizó un diseño de grupo de control pretest y postest. Con base en la producción estadística, se encuentra que el puntaje promedio para la mejora de las habilidades de redacción de textos narrativos de los estudiantes o la media para la clase control es 0.19486 que pertenece a la categoría de bajo aumento, mientras que para la clase experimental es 0.36691 que pertenece a la categoría de mejora moderada. Así, estadísticamente y descriptivamente, se puede decir que existe una diferencia en la puntuación promedio para la mejora de las habilidades de redacción de textos narrativos de los estudiantes entre la clase de control y la clase experimental. Basado en la tabla de salida de la Prueba de muestras independientes en la sección Varianzas iguales asumidas, el Sig. (2 colas) de 0.008 que es menor que 0.05, por lo que se puede concluir que existe una diferencia significativa entre el valor promedio de la mejora en las habilidades de escritura de textos narrativos de los estudiantes entre la clase de control y la clase experimental. Además, el valor de la Diferencia Media obtenido es -0,172041, lo que significa que la diferencia entre el valor medio del aumento de las habilidades de escritura de textos narrativos de los estudiantes en la clase de control y la clase experimental es de 0,172041. De la descripción anterior, como conclusión, aprender con medios de animación basados en audiovisuales es mejor para mejorar las habilidades de escritura de textos narrativos de los estudiantes.

**Palabras clave:** Lanzamiento de bolas de nieve; Aprendizaje basado en audiovisuals; Texto narrativo.

## 1. Introduction

Writing is an activity that plays an imperative role in the teaching and learning process. It is indisputable for students to be expected to able to acquire and master this particular skill during their academic pursuit. Tarigan (2008: 22) argued that the writing process is essential for education because it helped learners to think critically, deepen their perceptiveness, solve problems and compile a sequence of experiences. One of the indicators in educational attainment is the students' achievement and learning outcomes in writing

narrative sentences. Narrative is a kind of text in which the character has experienced a series of events and aims to amuse the readers with a fictional or non-fictional story (Anderson, 1997). However, as a matter of fact, text writing skills taught so far still employ less stimulating and uninteresting media. One of the influencing factors is the lesser amount of media optimal use. Obviously, students must first acquire desirability in order to bring out their imagination, and it must be through habit or with fascinating approach that can elicit their creative ideas to develop. So in conducting an assessment, writing a narrative must require a medium for the message to be successfully conveyed.

Learning media is a tool to convey information related to science. Learning media can moderate verbalism in learning, namely students only learn to hear words without understanding their meaning. Ellsworth (2005) suggested that learning media are tools or vehicles used by teachers to help deliver learning materials. Each media has its own advantages, thus, as an educator, one must be able to choose which media is appropriate and in accordance with the learning objectives to be implemented.

The bottom-line of the learning process is that educators must be more creative and innovative in delivering material. It is done in order to avoid students' boredom as well as to trigger their curiosity in the use of learning media. Sirait and Harahap (2019) found that reality media or images is a medium that is often used by lecturers to improve the ability to write English sentences in the psychology department for it provides pictures as a tool for writing English sentences. In addition, the use of pictures depends on the ability and initiative of the teacher himself to apply in learning English. Tertiary education should possess English proficiency that requires students to expand their ideas critically rather than only memorizing scripted structures (Ashadi and Lubis, 2017). Based on the explanation above, the researcher interested in conducting research by using a breakthrough instructional media related to narrative writing learning, namely by using the snowball throwing method with audio-visual media. The research question proposed is, "how is the learning process using audiovisual based on animation media on writing narrative text skills?"

Writing is an activity that arranges or organizes thoughts, ideas using a series of sentences in the written language. Writing is categorized as a productive skill and developing ideas as it is mainly tasked to form a skill that can produce a useful sentence. Writing can also be modified from imitating or depicting graphic symbols in a form of language that is understood by someone for them to read the graphic symbols and graphic description (Tarigan, 1987: 2). Writing can also be said to be a process of thinking and pouring out those thoughts in the form of essays. In writing, it is necessary to have the complexity of activities

to compile an essay properly because it involves way of thinking and various requirements related to writing techniques. In making a writing piece, several elements must be considered, such as ideas, speech, order, and vehicle. It can be said that the elements of writing consist of the expression of ideas and utterances used by the writer in conveying his writing. The order in writing and the vehicles in the form of vocabulary and grammar are also part of the elementary composition in writing. These elements implantation will create worthy description writing.

Learning media consists of two important rudiments, namely the elements of equipment or hardware and the elements of the message they carry. Anitah (2009: 6) says that well-designed learning media can stimulate the emergence of a mental process or dialogue in students. In addition, the use of learning media depends on the ability and initiative of the teacher (Zulfitri and Harahap, 2018). Therefore, teacher should consider the suitability of learning media that must be in accordance with the objectives, materials, methods, evaluation and level of student abilities. According to Anitah, et al. (2009: 30) audiovisual media is a combination of audio and visual or commonly known as listening-point media. With the media, the presentation of teaching material to students will be more complete. Arsyad (2010: 30) also explains that teaching through audio-visual is the production and use of material which is absorbed through sight and hearing and does not entirely depend on understanding words or similar symbols. Based on the two theories above, it can be concluded that audio-visual learning media is a medium that involves two things, namely sight and hearing.

The approach to learning is divided into two, namely a teacher-centered approach (educators) and a student-centered approach (students). The Snowball Throwing approach is deemed as a student-centered learning approach. Sanjaya (2009: 147) defines the method as a technique used to implement plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally. In this case, the method is in a series of learning systems which plays an important role.

Snowball-throwing method is a technique that is modified by the way students write a question on paper, then the paper is made like a ball and the other students throw it. Pelantun,(2014) and Darusmin, Delfi, and Masyhur (2012) defined snowball throwing method as a motivating game that is performed by throwing snowballs which comprises questions to fellow classmates which emphases on the ability to verbalize question. It is a way of inviting students to always be equipped and responsive to messages from others and to be more responsive in facing different encounters, especially in learning process.

The Snowball throwing (STT) method is a learning method that can explore the leadership potential of students in learning to work together in groups and with the skill of making questions combined with games, it will make the class more interactive as STT offers prospects for democratic learning, develop the appreciation of students for group effort, generate an encouraging socio-emotional environment, changes the role of teachers to become facilitators (Suprijono, 2013). Some steps that are suggested to conduct this method have been previously proposed by both Istarini (2012) and Suprijono (2013) as described in the following table.

**Table 1.** Some steps of implementing STT in the classroom.

| 1 | Teacher extends the material. The teacher explains the materials which are going to be presented. |
|---|---|
| 2 | Teacher forms the students into groups of 5-6 and appointed the group leaders. She calls up the group leaders. Each leader of the groups will be given explanation about the material. |
| 3 | Each group leader comes back to their group and explains the material to their group and tasks to the members of their group. |
| 4 | Every student is given one worksheet for writing one question about the material explained by the group leader. |
| 5 | For each group there are three questions; the paper is rolled into a ball and thrown from one student in a group to the other student in the other group for approximately 2 minutes. The purpose of making each sheet of paper into a paper snowball was to give the feeling to the students that they were playing so that they would enjoy learning English. |
| 6 | After the student gets one ball (one question), he or she is given chance to answer the question written on the paper. |
| 7 | Every group has their turn to answer the question; the group that gave wrong or incorrect answers and gets the lowest score is given a penalty. |
| 8 | Conclusion |
| 9 | Evaluation |

Source: Adopted from Istarani (2012) and Suprijono (2013)

Study conducted by Has, Atmoko and Mariyanti (2020) employed a pre-experimental

research design with one group pre-test-post-test. There were total sampling of 58 people with independent variable of personal hygiene education using the snowball throwing method and hepatitis a prevention behavior as a dependent variable. They found that the hepatitis prevention behavior among respondents was improved particularly in personal hygiene education with the snowball throwing method.

Putri and Nurdiawati (2016) also carried out a research on the snowball throwing by employing true experimental study to investigate how effective the method in teaching writing procedure text on the seventh grade students of SMP Negeri 1 Paguyangan. The study found that the mean of experimental class was 84.95 which were higher than control class 77.72. Then the result of the mean of post-test of experimental class was 84.95 which were higher than pre-test 66.95**.** It concludes that "Snowball Throwing" method was considered as an effective way in teaching writing procedure text. Another previous study on snowball throwing from Firdaus (2016) also employed a quasi-experimental research which aims to describe the learning outcomes of students of SMP Negeri 13 Makassar. Apart from investigating the expository model, it is also aimed at determining whether the Snowball Throwing type cooperative learning model is deemed as effective specifically on the subject of mathematics learning in class VIII SMP students in Negeri 13 Makassar. The study resulted in a conclusion that Snowball Throwing type cooperative learning model was more effective when compared to the application of the expository method for the subject of two-variable linear equation systems. <% 2.

## 2. Methodology

This research is a quasi- experimental by using pre-post control group design (Shadis, Cook, & Campbell, 2002). One group will be designed to be an experimental group and the other is a control group. The design will be applied for investigating the effect of application of the Snowball throwing model using audiovisual media on students' ability to write narrative text. The population is the student at the fourth grade of students at UMN Al-Washliyah Medan. The sampling technique in this research is stratified random sampling. It means that the sample considering by the strata (level) in a population. The researcher used Shapiro Wilk for normality test for homogeneity test.

## 3. Results and Discussion

The Data analysis technique used in this research is data analysis technique. The purpose of data analysis is to answer the research objectives, namely to determine the increase in ability Pre requisite Test (Table 2):

**Table 2.** Tests of Normality.

| Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Control | .275 | 10 | .031 | .867 | 10 | .092 |
| Experiment | .196 | 12 | .200* | .913 | 12 | .231 |

Source: Authors.

From the output above, the Shapiro-Wilk test was used because the sample is below 50. From the table above, the Sig value is obtained for the control class of 0.092 and the Sig. for the experimental class of 0.231. Because the Sig. for both classes is greater than 0.05, it can be concluded that the data for students' narrative text writing skills from the control class and the experimental class are normally distributed. Test of homogeneity is presented below in the Table 3.

**Table 3.** Test of Homogeneity.

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Based on Mean | .008 | 1 | 20 | .932 |
| Based on Median | .004 | 1 | 20 | .949 |
| Based on Median and with adjusted df | .004 | 1 | 19.621 | .949 |
| Based on trimmed mean | .004 | 1 | 20 | .948 |

Test of Homogeneity of Variance. Source: Authors.

From the output above, the Sig. is based on Mean of 0.932, which value is greater than 0.05. It can be concluded that the data variance of the narrative text writing skills of the control class and experimental class students is the same or homogeneous, so that a comparison can be made between the two classes to continue to the independent sample t test. The following is Table 4 which displays the independent sample t-test group statistics.

**Table 4.** Independent Sample t Test Group Statistics.

| Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Control | 10 | .19486 | .141806 | .044843 |
| Experiment | 12 | .36691 | .131811 | .038050 |

Source: Authors.

Based on the Group Statistics output table above, it is known that the average value of the improvement in students' narrative text writing skills or the mean for the control class is 0.19486 which is classified as a low improvement category, while for the experimental class; it is 0.36691 which is classified as a moderate upgrade category. Thus, statistically and descriptively, it can be concluded that there is a difference in the average score for the improvement of students' narrative text writing skills between the control class and the experimental class. Furthermore, to prove whether these differences are significant (real) or not, it is necessary to interpret the following Independent Samples Test output. The following is Table 5 which shows independent sample test.

**Table 5.** Independent Samples Test.

| Equal variances | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Assumed | .008 | .932 | -2.946 | 20 | .008 | -.172041 | .058403 | -.293867 | -.050215 |
| Not assumed | | | -2.925 | 18.696 | .009 | -.172041 | .058811 | -.295270 | -.048813 |

Source: Authors.

Based on the Independent Samples Test output table in the Equal variances assumed section, the Sig. (2-tailed) of 0.008 which is smaller than 0.05, so it can be concluded that there is a significant difference between the average value of the improvement in students'

narrative text writing skills between the control class and the experimental class. Furthermore, the Mean Difference value obtained is -0.172041, which means that the difference between the average value for the improvement of students' narrative text writing skills in the control class and the experimental class is 0.172041. From the description above, it can be concluded that learning with audiovisual based animation media is better at improving students' narrative text writing skills. The skill of writing narrative text in English after the implementation of the snowball throwing cooperative learning model has increased. Based on the Independent Samples Test output table in the Equal variances assumed section, the Sig. (2-tailed) of 0.008 which is smaller than 0.05, so it can be concluded that there is a significant difference between the average value of the improvement in students' narrative text writing skills between the control class and the experimental class. Furthermore, the Mean Difference value obtained is -0.172041 which means that the difference between the average value of the increase in students' narrative text writing skills in the control class and the experimental class is 0.172041. From the description above, it can be concluded that learning with audiovisual based animation media is better at improving students' narrative text writing skills.

The use of snowball throwing and its benefits have been also evidenced by many previous studies which are aligning to the result of the present research. One of them is from Aditya and Ridwan (2020) which research is on the use of snowball throwing method in assisting students in learning descriptive writing. The questionnaire was distributed to know the students' responses on the use of snowball throwing in studying descriptive text. Based on data questionnaire checklist, the writers found that the highest students' responses were good. The study resulted in students' skill in better mastering writing after they were taught using snowball throwing in writing descriptive text. Apsari (2018) also found the preeminence of the implementation of snowball throwing in teaching grammar. She examined the assistances of applying snowball throwing in STKIP Siliwangi Bandung with qualitative research comprising one class of English Grammar. The data were acquired from classroom observation and students' interview which revealed that the method has improved students' comprehension in learning grammar, created amusing classroom atmosphere, improved students' vocabulary, speaking skill, cooperation skill and students' participation.

## 4. Conclusions

The application of the Audiovisual-mediated Snowball Throwing which is considered as a type of cooperative learning model in improving narrative text writing skills has been

well implemented. This can be seen from the score obtained by students. After making observations carried out by researchers it was found that the application of learning media to writing skills can successfully solve problems with the results that 10% of students in the class have acquired **good** criteria and 90% of other students obtained **very good** criteria. From these data in the class, it can be said that student problem solving through learning media is more active than students in classes which do not apply such learning media. And the student interview process also revealed that students' existing vocabulary has been added. They were more active in the classroom with the video display on the learning process. During the experiment, students were also seen more active in the learning process and also found to be more enthusiastic in writing English sentences. Therefore, it is suggested for the language teachers to apply this particular model which has not only improved the writing skill but also been known to generate amusing classroom atmosphere, enhance students' vocabulary, teamwork skill and students' participation. This model is not only applied in the language subject but has been employed in different lessons. This shows the fluidity and flexibility of the model to many different teachings. Thus, other teachers from different subject can also conduct similar method for their subjects in the classroom. Some new technical skills can be performed successfully through teacher development programs such as workshops and trainings which also include the introduction to breakthrough teaching methods and techniques (Ashadi and Hasibuan, 2019). Thus, school or university is also suggested to hold such program for their teachers and lecturers professional development. The present study may have been limited to show only several benefits of the model in the sphere of language such as writing and vocabulary. However, as a suggestion for future researchers who are interested with the technique, other skills can be further researched with different methods to generate different results and outcomes.

**References**

Ashadi, R. I., & Hasibuan, E. R. (2019). From Authentic To Holistic: The Evolving Trend Of Portfolio–Based Assessment. *European Journal of English Language Teaching*.

Ashadi, R. I., & Lubis, N. (2017). A Survey on the Levels of Questioning of ELT: A Case Study in an Indonesian Tertiary Education. *Advances in Language and Literary Studies*, *8*(3), 26-31.

Aditya, M. Y., & Ridwan, A. (2020). Snowball Throwing: An English Learning Method to Teach Descriptive Writing. *English Teaching Journal: A Journal of English Literature, Language and Education*, *8*(1), 14-18.

Apsari, Y. (2018). Snowball throwing in teaching grammar. *Lingual*, *10*(1), 52-59.

Anderson, M., & Anderson, K. (1997). *Text types in English*. Macmillan Education AU.

Arsyad, A. (2010). Pengertian Media Audio Visual, Bandung: PT. *Cipta Karya*.

Anitah W, & Sri., D. K. K. (2009). *Strategi Pembelajaran di SD*. Jakarta: Universitas Terbuka

Ellsworth, E. (2005). *Places of learning: Media, architecture, pedagogy*. Routledge.

Firdaus, A. M. (2016). Efektivitas pembelajaran matematika melalui penerapan model pembelajaran kooperatif tipe snowball throwing. *Beta: Jurnal Tadris Matematika*, *9*(1), 61-74.

Has, E. M. M., Atmoko, R. P., & Mariyanti, H. (2020). The effect of personal hygiene education and the snowball throwing method of behavior prevention in hepatitis. *EurAsian Journal of BioSciences*, *14*, 1571-1574.

Istarani. (2012). 58 Model Pembelajaran Inovatif, Referensi Guru Dalam Menentukan Model Pembelajaran. *Medan: Penerbit Media Persada.*

Pelatun, S. N. (2014). Penerapan Metode Snowball Throwing dalam Peningkatan Keterampilan Berbicara pada Siswa Kelas III MI Pembangunan UIN Jakarta. *UIN Syarif Hidayatullah*.

Putri, K. S. E., & Nurdiawati, D. (2016). The Effectiveness of" Snowball Throwing" Method in Teaching Writing Procedure Text. *Dialektika Journal PBI*, *4*(2), 39-53.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference/William R. Shedish, Thomas D. Cook, Donald T. Campbell*. Boston: Houghton Mifflin.

Sirait, D., & Harahap, Y. S. (2019). Menulis Kalimat Bahasa Inggris Menggunakan Reality Media pada Mahasiswa Jurusan Psikologi Universitas Medan Area. *Jurnal Penelitian Pendidikan Bahasa dan Sastra*, *4*(1), 448-453.

Sulaeman, A. H. (1985). *Media Audio-Visual untuk Pengajaran, Penerangan dan Penyuluhan. Jakarta:* PT Gramedia

Suprijono, A. (2013). Pembelajaran Kooperatif: Teori & Aplikasi PAIKEM. *Yogyakarta: Pustaka Pelajar*.

Tarigan, H. G. (1987). *Membaca sebagai suatu keterampilan berbahasa*. Angkasa.

Tarigan, H. G. (2008). *Menulis sebagai keterampilan berbahasa*. Penerbit Angkasa.

Sanjaya, W. (2009). Strategi Pembelajaran yang Berorientasi Standar Proses Pendidikan. *Jakarta: Kencana Prenada Media Group*.

Zulfitri, Z., & Harahap, Y. (2018). Model Aplikasi Role Playing Dalam Pembelajaran Inovatif Untuk Meningkatkan Kemampuan Berbahasa Inggris Peserta Didik Di Sekolah Desa Kuala lama Kecamatan Pantai Cermin Kabupaten Serdang Bedagai. In *Prosiding Seminar Nasional Hasil Pengabdian*. 1(1), 312-315).

**Percentage contribution of each author in the manuscript**

Yulia Sari Harahap – 50 %

Rido Imam Ashadi – 50 %