

Enhancing Students' Proficiency in English Grammar Through the Implementation of Snowball Throwing Pedagogical Model

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ABSTRACT

This research endeavors to assess students' proficiency in English grammar pertaining to the past tense through a comparative analysis of their pre-test and post-test scores. Employing the innovative snowball throwing learning model as the intervention strategy, this study aims to augment students' grammatical competence in the past tense. The research methodology adopts a classroom action research approach conducted across two cycles. The subjects comprise Grade X students in the secretary class of the first state Vocational school in Manokwari, selected through purposive sampling from four classes. Research instruments include a reading test, observation sheet, and lesson plan. The initial data analysis of the pre-test yields a result of 29.2, indicating a classification in the poor category. However, following the implementation of the snowball throwing model through two cycles (treatment one and treatment two), noteworthy improvement is observed. Treatment one yields a result of 60.3 in the fair category, while treatment two results in an average score of 80.2, classifying as "Good." Importantly, this score serves as the post-test score. The findings underscore the efficacy of the snowball-throwing model in enhancing students' grasp of past tense grammar.

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INTRODUCTION

English language is considered as the international language in this world, because people of different nations use it in order to communicate with another. Regarding its importance, in Indonesia, it is learnt as a foreign language, and becomes one of compulsory subjects in school and university. However, English language is not a simple subject because it has a set of rules that must be followed, which is called

Grammar. Grammar is actually used to mean the structure of a language. Grammar is considered the most important element as it serves as the foundation for more advanced language learning (Cahyono & Widiati, 2011). It means it would be impossible to learn language effectively without knowing the grammar. Students need to know the grammatical system of language in order to be able to communicate or to transfer the message properly.

In the process of learning English, the students may make mistakes in writing sentences because of the influence of their mother tongue Indonesia. The different rules of English and Indonesia made them get the difficulties in writing sentences. English has many tenses while Indonesia has no similar concept. For example, in Indonesia: "Saya pergi ke sekolah kemarin", while in English, it is written as "I went to school yesterday". This is the form of past tense. If the students want to write a simple past tense, they have to use past verb. It is very different with their mother tongue. Student may make mistake if they do not understand English tense.

In relation to the teaching practice experience in the first state Vocational School in Manokwari at class, it is found that during the learning process in the class, the students were passive in learning grammar elements especially in the simple past tense. There were only some students only listened to the material, asked questions, and gave their suggestions about the material. Even the teacher who taught in this class applied conventional method, such as explained the material, discussed or gave questions and answers, game work in pair activities and evaluated students' answer, the students did not understand and made mistakes in writing sentences. It is believed that such classroom condition may influence students' achievement in learning past tense.

Therefore, it becomes a challenge to the teacher in teaching grammar because it is difficult for the students to write a sentence especially in past tense. Teachers need to know attractive classroom activity to make students interested in learning process. When they are interested in learning process, they will give their attention on the material. It is believed that teacher needs to know the variety of teaching technique in class in order to attract students' attention in lesson. Teachers can use games to get students' attention. One of the games is Snowball Throwing Technique (Bukit et al., 2023). The Technique of Snowball Throwing game is one of the active learning method for the direct attention of learners to the material presented (Suprijono, 2009). This method can be used to help students to learn English, so the students can be active, creative, and the class is fun. It means the snowball throwing can be used in teaching grammar because this technique can make students are enjoyable in learning process. So, the students will give their attention on the material presented. In relation to the description above, it is believed that the use Snowball throwing technique can increase students of the first state vocational school's English grammar in past tense.

REVIEW OF LITERATURE

EFL Students and Grammar Proficiency

Enhancing students' proficiency in English grammar is an ever-evolving journey within the landscape of education. As language remains a pivotal tool for effective communication, educators and researchers alike continually seek innovative pedagogical approaches to impart grammatical skills (Apsari, 2018). Traditionally, grammar instruction often relied on memorization and rule-based methods, but the contemporary educational milieu calls for a departure from these conventional strategies. In recent years, a paradigm shift towards more engaging and interactive teaching models has emerged. Leveraging technology, educators have embraced interactive software, educational apps, and online platforms to create dynamic and immersive learning experiences (Liando et al., 2023). This departure from traditional methods has opened avenues for project-based learning and experiential activities, providing students with a deeper understanding of grammatical concepts through hands-on engagement.

Classroom action research has emerged as a potent methodology to assess and refine grammar instruction strategies. Educators actively participate in the research process, applying interventions such as tailored lesson plans and targeted assessments. This approach not only evaluates the effectiveness of teaching methods but also allows for real-time adjustments to cater to the evolving needs of students (Apsari et al., 2019). Another promising development is the adoption of individualized learning plans. Acknowledging the diversity in students' learning styles and paces, these plans tailor grammar instruction to address each student's specific strengths and weaknesses, fostering a more personalized and effective learning journey.

Recognizing that students absorb information through various sensory channels, the integration of multimodal learning approaches has gained traction. Visual aids, audio resources, and kinesthetic activities are incorporated into grammar instruction to create a holistic learning environment (Mufida, 2021). This accommodates diverse learning preferences, making grammar instruction more accessible and engaging for a broader spectrum of students. Additionally, a shift towards task-based learning emphasizes the practical application of grammar in real-world scenarios. By presenting students with authentic tasks that demand language skills, educators bridge the gap between theoretical grammar knowledge and its practical usage, enhancing the transferability of language skills beyond the classroom.

Furthermore, the role of feedback in grammar instruction cannot be overstated. Constructive feedback, both formative and summative, serves as a crucial element in guiding students toward improvement (Kustiningsih, 2019). Timely and

targeted feedback helps students understand their mistakes, reinforcing the learning process and encouraging a growth mindset. Moreover, fostering a positive and supportive learning environment is paramount. Creating a classroom culture that values linguistic diversity and encourages students to take risks in their language use can significantly contribute to enhanced proficiency (Sari, 2020). Additionally, the journey to enhance students' proficiency in English grammar involves a dynamic interplay of innovative teaching models, individualized approaches, multimodal strategies, and real-world applications. By embracing these progressive methodologies, educators pave the way for a more engaging, effective, and inclusive grammar instruction, empowering students with the linguistic tools necessary for successful communication in the ever-evolving global landscape.

Snowball Throwing as an Alternative Pedagogy

The conventional landscape of English grammar instruction has witnessed a transformative innovation in the form of the Snowball Throwing pedagogical approach. This alternative method marks a departure from traditional teaching models, injecting dynamism and interactivity into the learning process. At its core, the Snowball Throwing approach involves a structured, participatory activity where students actively engage in the dissemination of grammatical concepts. The metaphorical "snowball" represents the gradual accumulation and sharing of knowledge within the classroom, creating a collaborative and learner-centric environment.

This innovative pedagogy is not merely a departure for the sake of novelty; rather, it strategically addresses the limitations of conventional teaching methods. The Snowball Throwing approach capitalizes on the principles of active learning, encouraging students to become active participants in their own education (Sugiarti, 2022). By physically involving students in the process of "throwing" knowledge to one another, this method fosters a sense of shared responsibility for learning outcomes, promoting peer-to-peer teaching and reinforcing understanding through teaching. The participatory nature of the Snowball Throwing approach also cultivates a sense of camaraderie among students (Harahap & Ashandi, 2020). The collaborative learning environment nurtures teamwork, communication skills, and a collective pursuit of knowledge. The interactive dynamics of this pedagogy dismantle the traditional teacher-student dichotomy, fostering a more egalitarian relationship where both educators and learners contribute to the construction of grammatical understanding.

Furthermore, the Snowball Throwing approach proves particularly effective in addressing the diverse learning styles of students (Lestari et al., 2019). Its kinesthetic nature accommodates tactile learners, while the verbal interaction satisfies

auditory learners. Visual learners benefit from the visual representation of concepts as they are passed around the classroom. This multisensory engagement enhances retention and understanding, catering to the varied needs of a heterogeneous student population.

Incorporating the Snowball Throwing pedagogy into the English grammar curriculum brings an element of excitement and novelty, reinvigorating students' interest in a traditionally challenging subject. The metaphorical "snowball effect" is not only symbolic of the gradual accumulation of knowledge but also indicative of the potential for exponential growth in students' grammatical proficiency (Mufida, 2021). In addition, snowball Throwing pedagogical approach emerges as a promising alternative in teaching English grammar, challenging the status quo and ushering in a more engaging and participatory educational experience. By leveraging the principles of collaboration, active learning, and inclusivity, this approach not only enhances grammatical understanding but also contributes to the holistic development of students as active, empowered learners in the ever-evolving landscape of education.

METHOD

This research was conducted at the first state vocational school in Manokwari . It took two months from February- March 2023 to conduct this study. The subjects of this research were the students of grade X at secretary class at the first state Vocational school in Manokwari. It consists of four classes. The students of grade X of secretary class were chosen by using purposive sampling. There were 25 students; 22 girls and 3 boys. In purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell, 2012). This research applied action research design to increase students' English grammar in past tense. According to Geoffrey E. Mills (2003:5), action research is any systematic inquiry conducted by teacher researchers, principals, school counselor or other stakeholder in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learnt. It means action research tries to take an action and give positive effect towards educational change in the specific school environment that is studied. In this research implementation Kurt Lewin's Design (1990), classroom action research is a form of collective self-reflective enquiry, undertaken by participants in social situations such as employees within an organization. Lewin's model of action research is a research method in which the researcher intervenes in and during the research. There are two purposes. The first is it will bring about positive change. The last is knowledge and theory would be generated.

This research implemented Kurt Lewin's design (1990). It consists of two cycles in which each cycle contains four phases; planning, acting, observing and reflecting. The design of this research is illustrated as following:

Cycle 1: Planning-Acting-Observing-Reflecting

Cycle 2: Planning-Acting-Observing-Reflecting

In their implementation, the researcher used Classroom Action Research which includes a variety steps. The steps consist of:

1. Planning

Several Action Planning Process conducted would be the planning of learning method that will be use and planning of the technique that will use in learning process, after that I make lesson plan and learning administration. I also make a writing test. In planning step, I need to design the things that will be done in action.

2. Acting

Research Action was conducted in the classroom by using the prepared lesson plan by using snowball throwing learning model. Then, I gave them the test. Moreover, the implementation should notice things that have been planned before.

3. Observing

Observation was carried out by monitoring the learning process. Here, observation was done by monitoring various actions reflected by students' activities during learning process. Observations also used to see the advantages and disadvantages of this research that can be reflected by researcher.

4. Reflecting

Reflection process was conducted by discussing with the teacher of English subject about the students' progress. It was used to identify the learning implementation, and identify the problems that occur. Moreover, it was used to identify disadvantages of technique implemented during learning process, compile problem solving, and do reflection.

Data Sources

Sugiyono (2009) stated that there are two types of data in a research, namely primary and secondary data. Primary data is data that is collected by the researcher for the specific purpose to solve the problems that are being handled. While, secondary data is data that has been collected for certain purposes other than solve the problem at hand. It means, it has been already collected by and readily available from other sources. It could be concluded that primary data is the data from the researcher. The researcher got the data directly based on the research. The primary data of this research was students' score on the test, and observation. To collect the data, the instruments used were test, observation checklist and lesson plan.

Data Analysis

The collected data analyzed by using flow model analysis. It was used to draw conclusion from the available data. It started from reducing the data then presenting them and finally drawing conclusion (Sugiyono, 2009). The steps of analyzing data are as follow: (1). Describing the procedure of teaching simple past tense using

Snowball throwing games for the first year students. (2). Analyzing students' participation during the action to find out whether the students are active or not in teaching learning process. (3). Analyzing every answer stated in the student's answer-sheets to determine whether their options are true or false. (4). Computing the student's correct answer.

In analyzing the test score of the written test, firstly, the researcher calculated the percentage of the correct answer of each student by using percentage correction. The percentage was used to measure the student's English grammar in simple past tense.

To find out the percentage, the researcher will use the percentage students' correction formula from Arikunto (2012) as bellow.

$$S = R/N \times SM$$

Remark:

S = the student's mastery in %

R = the student's right answer

N = the maximum number of the whole answer

SM = Standard Mark (100)

The researcher also used the percentage formula to look for the students' competence of English grammar in simple past tense. In determining the competence of the students' English Grammar, Arikunto's five categories system (2012: 38) was applied as follows:

Table 1. The System of Scoring Category

Percentage	Interpretation
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very Poor

From the percentage of the correct answer, the students' English Grammar mastery in simple past tense through snowball throwing game can be found. (5). After analyzing the scores of the written test, the researcher found the mean score of the students. Here, the researcher used a formula proposed by Purwanto (1985) by comparing the mean score result of pre-test and post-test.

Following is the formula of calculating the students' mean scores:

$$M = (\sum x) / N$$

Remark:

M = mean (the score)

x = the total score

N = number of students

It means that if the mean score result increases, the students' English Grammar in past tense is considered improving and the research is successful. (6). Making conclusion and suggestion based on the data analysis. To analyze the qualitative data the following procedures were employed:

- a) The researcher gave a check on observation checklist based on students' activities during learning process.
- b) The researcher got the evaluation from the teacher English subject about the use of snowball throwing after each meeting.
- c) Finally, the researcher identified the strength and weaknesses. After having a discussion with a collaborative researcher, namely English teacher.

FINDINGS AND DISCUSSION

The investigation into enhancing students' proficiency in English grammar through the Snowball Throwing Pedagogical Model yielded compelling findings. Implemented as a dynamic alternative to traditional teaching, the Snowball Throwing approach demonstrated a notable impact on students' grammatical competence. Analysis of pre-test and post-test scores revealed a significant improvement in grammar knowledge, showcasing the efficacy of this innovative method. The participatory nature of the model fostered collaborative learning, enabling students to actively engage in the dissemination of grammatical concepts.

The result of implementing snowball throwing learning model to improve students' understanding grammar in past tense is significant based on the two assessments employed to see the students' progress. The first is pre-test to examine students' basic knowledge to know students' understanding about grammar in past tense before implementing snowball-throwing technique. The second is post-test to measure the improvement of students' understanding grammar in past tense through snowball throwing learning model. The supporting data for students' progress during the treatment is observation. The observation was taken during the class.

There are two treatments for this research. Before the researcher conducts the treatment in cycle 1, the researcher gives the students the pre-test to see their basic knowledge about past tense. The first treatment is the first cycle. The implementation of the research began on Tuesday, 20 February 2023. The researcher introduces snowball throwing learning model to the students. They practice to write their answer on the whiteboard based on their questions about the verb in past tense. The last treatment is the second cycle in which students learn to change the present verb into the past verb-using snowball throwing learning model well. The students' score of pre-test showed that students had problem in grammar, especially in understanding the past verb.

a) The analysis of pre-test result

For the pre-test, students were given 30 minutes to work on their test. This test has 10 questions. The result of pre -test is classified in very poor category. Whereas, students who get the score that can pass the student learning mastery (KKM) are only about two students.

Table 2. Students' score in Pre -Test

No	Students' Code	Score	Percentage	Letter	Category
1	OA-1	4	40%	D	Poor
2	OA-2	5	50%	C	Fair
3	OA-3	7	70%	B	Good
4	OA-4	7	70%	B	Good
5	OA-5	5	50%	C	Fair
6	OA-6	3	30%	D	Poor
7	OA-7	3	30%	D	Poor
8	OA-8	5	50%	C	Fair
9	OA-9	0	0%	E	Very poor
10	OA-10	2	20%	E	Very poor
11	OA-11	0	0%	E	Very poor
12	OA-12	3	30%	D	Poor
13	OA-13	0	0%	E	Very poor
14	OA-14	0	0%	E	Very poor
15	OA-15	5	50%	C	Fair
16	OA-16	0	0%	E	Very poor
17	OA-17	4	40%	D	Poor
18	OA-18	0	0%	E	Very poor
19	OA-19	2	20%	E	Very poor
20	OA-20	3	30%	D	Poor
21	OA-21	5	50%	C	Fair
22	OA-22	2	20%	E	Very poor
23	OA-23	2	20%	E	Very poor
24	OA-24	3	30%	D	Poor
25	OA-25	3	30%	D	Poor

The table above shows that the mean score of pre-test is 2.92. This score is still under the students learning mastery (KKM) score. The students learning mastery score in the first vocational school is 60 but the result of pre-test is 2.92. It means pretest score is under the KKM. So, the researcher conducts the treatment to improve their grammar in past tense through snowball throwing learning model.

Table 3. The Interval score of pre-test based on the category

No	Interval	Frequency	Percentage	Category
1	81-100	-	-	Very Good
2	61-80	2	8%	Good
3	41-60	5	20%	Fair
4	21-40	8	32%	Poor
5	0-20	10	40%	Very Poor
		25	100%	

In the table above shows that there are no students on pre-test are in “Very Good” category. Two students on pre-test are in “Good” category. The percentage of this pre-test is 8%. 5 students are in “Fair” category. The percentage is 20%. 8 students are in “Poor” category. The percentage is 32%. The last, 10 students was in “Very Poor” category. The percentage is 40%. After the researcher gives the pre test, the researcher gives the first cycle using snowball throwing learning model. The researcher asks the students to make a circle. After that the researcher starts to teach them about past tens generally. Then, researcher asks them to write question about the material and make it like a ball.

After that the researcher asks students to sing a song together. When the song stops, students who hold the ball must answer the question. If the student cannot answer the question, the researcher continued the game. In this treatment, 15 students can answer the question. From 25 students, 15 students can answer the question but just 10 students can answer the question correctly. After the treatment in cycle 1 was done, the researcher does the post test. The researcher gives the same test like the test in pre test before. The mean score of post test is 60. The table bellow is the detail about students’ score on post test.

b) The analysis of cycle 1

In cycle 1, the researcher did the first cycle on Thursday, 6 October 2016. The researcher gets the result of this treatment. In this cycle, the mean score of cycle 1 is 6.3 or 60,3. It is classified in fair category. The result of this cycle is similar to students learning mastery (KKM). So the researcher conducts again the treatment in cycle 2 because she is not satisfied with the result of cycle one as seen table 4:

Table 4. Students' score of cycle 1

No	Students' Code	Score	Percentage	Letter	Category
1	OA-1	6	60%	C	Fair
2	OA-2	10	100%	A	Very Good
3	OA-3	10	100%	A	Very Good
4	OA-4	10	100%	A	Very Good
5	OA-5	7	70%	B	Good
6	OA-6	8	80%	B	Good
7	OA-7	8	80%	B	Good
8	OA-8	9	90%	A	Very Good
9	OA-9	3	30%	D	Poor
10	OA-10	2	20%	E	Very Poor
11	OA-11	2	20%	E	Very Poor
12	OA-12	1	10%	E	Very Poor
13	OA-13	5	50%	C	Fair
14	OA-14	6	60%	C	Fair
15	OA-15	6	60%	C	Fair
16	OA-16	6	60%	C	Fair
17	OA-17	8	80%	B	Good
18	OA-18	8	80%	B	Good
19	OA-19	7	70%	B	Good
20	OA-20	7	70%	B	Good
21	OA-21	5	50%	C	Fair
22	OA-22	7	70%	B	Good
23	OA-23	6	60%	C	Fair
24	OA-24	6	60%	C	Fair
25	OA-25	Absent	Absent	Absent	Absent
		153			

In the table above shows that 18 students get the score that can pass the students learning mastery. It means students make progress in this cycle. It can be seen from the result of pre-test to the result of cycle 1.

Table 5. An interval score of cycle 1 based on the category

No	Interval	Frequency	Percentage	Category
1	81-100	4	17%	Very Good
2	61-80	8	33%	Good
3	41-60	8	33%	Fair
4	21-40	1	4%	Poor
5	0-20	3	13%	Very Poor
		24	100%	

Table 5 showed that 4 students on post- test were in "Very Good" category. The percentage was 17%. 8 students on post-test were in "Good" category. The percentage was 33%. 8 students were in "Fair" category. The percentage was 33%. 1 student was in "Poor" category. The percentage was 4%. The last, 3 students were in

“Very Poor” category. The percentage was 13%. In the table of students’ score on post-test above showed that the mean score of post-test were 60. It means the score of post-test in cycle 1 is similar to KKM but the researcher not satisfied enough with the result. In the second cycle, the researcher does the same procedure like in the first cycle but in the second treatment the researcher more focus on students’ ability for understanding the past test. The researcher gives the students a strategy to distinguish the changed of past verb. The topic is about regular and irregular verb. In this cycle, all of students can answer the questions but 18 students can answer the questions correctly.

c) The analysis of cycle 2

The researcher did the second cycle on Thursday, 13 October 2016. At the end of this cycle, there are 21 students getting the score that can pass the KKM standard score. The mean score of cycle 2 is 8,20. It means students’ score of cycle 2 can pass the score of KKM well. The table below is about the students’ score of cycle 2.

Table 6. Students’ score of cycle 2

No	Students’ Code	Score	Percentage	Letter	Category
1	OA-1	6	60%	C	Fair
2	OA-2	10	100%	A	Very Good
3	OA-3	9	90%	A	Very Good
4	OA-4	9	90%	A	Very Good
5	OA-5	8	80%	B	Good
6	OA-6	10	100%	A	Very Good
7	OA-7	10	100%	A	Very Good
8	OA-8	9	90%	A	Very Good
9	OA-9	8	80%	B	Good
10	OA-10	4	40%	D	Poor
11	OA-11	7	70%	D	Good
12	OA-12	5	50%	C	Fair
13	OA-13	6	60%	C	Fair
14	OA-14	10	100%	A	Very Good
15	OA-15	3	30%	D	Poor
16	OA-16	9	90%	A	Very Good
17	OA-17	9	90%	A	Very Good
18	OA-18	10	100%	A	Very Good
19	OA-19	9	90%	A	Very Good
20	OA-20	9	90%	A	Very Good
21	OA-21	9	90%	A	Very Good
22	OA-22	10	100%	A	Very Good
23	OA-23	8	80%	B	Good
24	OA-24	10	100%	A	Very Good
25	OA-25	Absent	Absent	Absent	Absent

In the table above showed that 24 students took the test out of 25. The mean score of students is 8.2 or 80, 20. It means students' score of post-test in cycle 2 can pass the score of KKM well. The researcher finished the cycle in cycles 2 because the result of post-test in cycle 2 is better and satisfied. In this case, the use of snowball throwing can increase students' English grammar in past tense.

Table 7. The interval score of Cycle 1 based on the category

No	Interval	Frequency	Percentage	Category
1	81-100	15	62,5%	Very Good
2	61-80	4	16,67%	Good
3	41-60	3	12,5%	Fair
4	21-40	2	8,33%	Poor
5	0-20	-	-	Very Poor
		24	100%	

In this table, it shows that 15 students on post- test were in "Very Good" category. The percentage is 62,5%. 4 students on post test are in "Good" category. The percentage was 16,67%. 3 students are in "Fair" category. The percentage is 12,5%. 2 students are in "Poor" category. The percentage is 8,33%. The last, there are no students in "Very Poor" category. From the explanation, it can be seen that the snowball throwing learning model can increase students' English grammar in past tense. It shows from the mean score of pre test, post test in cycle one and post test in cycle 2. The mean score from each test is increased. The mean score of pre test is 2.92, the mean score of post test in cycle 1 is 6.3 and the mean score of post test in cycle 2 is 8,2 or 80, 2.

The observation of learning activities of students in this research was done by collaborator and the teacher. There were five items of the observation checklist. The result compared to the pre-cycle, there was an improvement students' understanding on the grammar in past tense after they taught by using snowball technique. The table below indicates the improvement of teaching past tense using snowball technique compared to the pre-cycle.

Table 8. The result of observation checklist from pre-cycle until second cycle

No	Indicators	Total of students		
		Pre-Cycle	Cycle I	Cycle II
1	Paying attention	-	18	22
2	Asking questions	-	4	12
3	Responding to questions	-	4	11
4	Accomplishing the task	-	19	24
5	Being an enthusiastic in snowball game	-	18	24

From the data above, it was analyzed by using the percentage from the checklist of the formula below:

$$P = \frac{\sum f}{N} \times 100 \%$$

N

Based on the table above, it can be seen that most of students give their paying attention to the researcher when the researcher does the treatment. In Table 9, we delve into the comprehensive compilation of students' data through the Observation Check List. This detailed examination provides a nuanced perspective on various aspects of student engagement, participation, and interaction within the educational environment. The observations encapsulated in this table offer valuable insights into the dynamics of the learning process, shedding light on students' responsiveness to the implemented pedagogical strategies. Through meticulous documentation, Table 9 serves as a crucial analytical tool for understanding the behavioral nuances and patterns that contribute to the overall effectiveness of the instructional methodology employed in the educational setting.

Table 9. Students Data of Observation Check List

No	Indicators	Total of students		
		Pre-Cycle	Cycle I	Cycle II
1	Paying attention	-	75%	91,66%
2	Asking questions	-	16,66%	50%
3	Responding to questions	-	16,66%	45,83%
4	Accomplishing the task	-	79,16%	100%
5	Being an enthusiastic in an snowball game	-	75%	100%

The table above shows that in cycle 1, students give their paying attention to the material. There are 18 students give their paying attention, the percentage is 75%. There are 4 students ask questions to the researcher, the percentage is 16,66%. There are 4 students give their respond to the questions, the percentage is 16,66%. There are 19 students accomplish their task, the percentage is 79,16%. There are 18 students show their enthusiastic, the percentage is 75%. For the cycle 2, there are 22 students give their paying attention. The percentage is 91,66 %. There are 12 students ask question, the percentage is 50%. There are 11 students give their respond, the percentage is 45,83%. There are 24 students accomplish their task, the percentage is 100%. There are 24 students show their enthusiastic, the percentage is 100%. It can be

concluded that, at the end of the class all of students are interest to the learning model. From the explanation above, the researcher takes the conclusion about the strength and weaknesses of this model.

Table 10. The result of the test from the first cycle until the second cycle

No	Students' Code	Pre-Test	Cycle 1	Cycle 2
1	OA-1	4	6	6
2	OA-2	5	10	10
3	OA-3	7	10	9
4	OA-4	7	10	9
5	OA-5	5	7	8
6	OA-6	3	8	10
7	OA-7	3	8	10
8	OA-8	5	9	9
9	OA-9	0	3	8
10	OA-10	2	2	4
11	OA-11	0	2	7
12	OA-12	3	1	5
13	OA-13	0	5	6
14	OA-14	0	6	10
15	OA-15	5	6	3
16	OA-16	0	6	9
17	OA-17	4	8	9
18	OA-18	0	8	10
19	OA-19	2	7	9
20	OA-20	3	7	9
21	OA-21	5	5	9
22	OA-22	2	7	10
23	OA-23	2	6	8
24	OA-24	3	6	10
25	OA-25	3	Absent	Absent
	Average (mean)	2,9	6,3	8,2
	Low score	0	1	3
	High score	7	10	10

Discussion

In the first treatment (cycle one), the researcher introduces snowball throwing learning model in teaching grammar in past tense for students. For the first time, the students were confused about the learning model. The researcher explains about the rule of snowball throwing learning model in teaching learning process. The students are interested when they learn and play at the same time.

When the researcher explains about the past tense, some students felt sleepy. In this time, the researcher felt sad but the researcher thought that this is the good

time to attract the students. After the researcher finished explains about the past tense, the researcher asked the students to come in front of class and make a circle. Then, the researcher started to play the rule of snowball throwing learning model. Students made a question about the material and made it like a snowball. After all of the question have ready, the students started to throw the ball and sing a song together at the same time. When the researcher said stop, the students who hold the ball must answer the question. The researcher asked the students to write their question on whiteboard. In this time, the first student who holds the ball cannot answer the question. The researcher continues the game. The second student can answer the question if he/she knows the answer.

1) Analysis of Cycle I

In the first cycle, at the end of teaching learning, most of them cannot answer the questions correctly. The researcher thought that students get confused about the game. Some of them felt happy with this game. Most of them felt the same thing also but they cannot answer the question correctly. After the game finished, the researcher and the students discuss about the correct answer. After this treatment, the students mean is counted and the score is 63. It means that students' average score can pass the KKM score standard that is 60. During the treatment some of students do not pay attention to the material. They are busy with their own activities such as what happened in canteen this morning. Some of them give their pay attention to the researcher. Three students ask question about the material. After the researcher finished the teaching learning, she makes a lesson plan again to conduct the next cycle.

2) Analysis of the second cycle

The researcher conducts the treatment once again to make sure the result of students achievement is increase. For the last treatment, the researcher does the same thing like in the first treatment. The researcher is more focused in this treatment on students understanding in past verb. The researcher gives them the point about the example of the past verb and the present verb to help students' understanding. At the end of this treatment, the students are given the test and the result is in "Good" category. The mean score of post-test 2 is 8.2. Thus, the researcher is successes, students English grammar in past tense is increased.

The researcher sees that most of students did not interest with English past tense. It can be seen from their attitudes when the researcher does the treatment. They did not pay attention to the researcher. They more fun with their other activity such as play, disturb their friends, they chat with their classmates. After students learn about snowball throwing learning model, the researcher is satisfied that students can accept this learning model. Students show their good attitude to the researcher. Students are happy because can learn with play at the same time. According to Kurniasih and Sani (2015) Snowball Throwing learning model trains students to be

independent because each student is given the assignment to create a question to be delivered to another student, and it creates a lively classroom atmosphere because all students give their knowledge when they answer the question. It can show from the percentage of pre test, post test in cycle 1 and post-test in cycle 2. The reflection of the last treatment is that students should add their knowledge English past tense through English dictionary, English story, and English book.

The achievement of students ability through treatment is illustrated in diagram 1 in which the pre-cycle the score is 2,9 and the first cycle is 6,3 and the second cycle is 8,2.

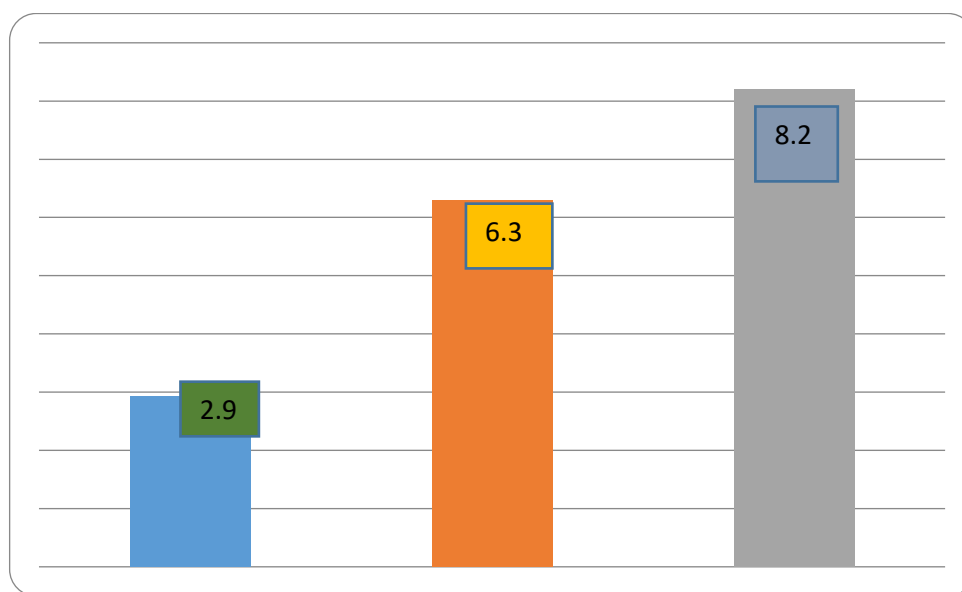


Diagram 1. The mean score pre-test, treatment & post-test

The diagram 1. shows that the mean score of each test increased from 2.9 to 8.2. It means that snowball throwing learning model can increase students' English grammar in past tense. It can be seen from the students achievement. For the observation checklist, the reseracher took the strenght and weaknesses of snowball throwing learning model. It can be seen from the percentage of students activity during teaching lerning process. From the observation checklist, the reseracher know that students need another learning model in teching learning. Students are happy with this model, namely snowball throwing. Snowball throwing learning model can attract their interest so, they can easy to understand and practice the material.

In the realm of language education, the quest for effective teaching methodologies to enhance students' proficiency in English grammar remains a paramount concern. One innovative approach that has gained attention is the Snowball Throwing Pedagogical Model, a dynamic and interactive teaching strategy. This model incorporates elements of play and collaboration to create an engaging learning environment, fostering a deeper understanding of English grammar concepts among students.

At its core, the Snowball Throwing Pedagogical Model is a participatory technique where students actively engage with grammar concepts by physically tossing a "snowball" (typically a soft object like a foam ball) to one another. This seemingly simple activity transcends its playful appearance, serving as a powerful tool for grammar instruction. As the snowball travels from one student to another, each participant contributes to building a sentence or completing a grammar exercise. This collaborative process not only reinforces grammar rules but also cultivates a sense of teamwork and camaraderie among students.

One of the strengths of the Snowball Throwing Pedagogical Model lies in its ability to cater to various learning styles. Traditional grammar instruction often relies heavily on lectures and written exercises, which may not resonate with all students. By incorporating a physical and interactive element, this model accommodates kinesthetic learners who benefit from hands-on experiences. The act of throwing and catching a snowball adds a tactile dimension to the learning process, making it more memorable and enjoyable for students.

Furthermore, the Snowball Throwing Pedagogical Model promotes a student-centered approach, empowering learners to take an active role in their education. As opposed to passive reception of information, students become co-creators of knowledge as they collaboratively construct sentences and engage in grammar discussions. This shift from teacher-centered to student-centered instruction fosters a more inclusive and participatory learning environment, where every student's voice is valued.

The model's effectiveness is particularly evident in its application to complex grammar concepts. Take, for instance, teaching sentence structure. As the snowball is tossed around the classroom, each student contributes a word to form a complete sentence. This kinesthetic and collaborative process aids in internalizing the grammatical rules governing sentence construction. Students not only learn the theoretical aspects of grammar but also experience firsthand the practical application of these rules in constructing coherent and grammatically sound sentences.

Beyond sentence structure, the Snowball Throwing Pedagogical Model can be tailored to address various grammar components such as parts of speech, verb tenses, and punctuation. For example, when teaching parts of speech, each student can contribute a word that corresponds to a specific part of speech as the snowball circulates. This dynamic approach transforms what could be a mundane grammar lesson into an interactive linguistic exploration.

Another noteworthy aspect of this pedagogical model is its adaptability to different proficiency levels. Whether students are beginners grappling with basic grammar rules or advanced learners refining their language skills, the Snowball Throwing Pedagogical Model can be customized to suit their needs. The simplicity of

the concept allows for easy modification and expansion, making it a versatile tool for educators working with diverse student populations.

Moreover, the Snowball Throwing Pedagogical Model transcends the boundaries of the traditional classroom setup. Its flexibility makes it suitable for outdoor activities, language camps, and collaborative projects. By incorporating a sense of play into the learning process, educators can break away from rigid classroom structures and create an environment that encourages exploration and creativity.

However, as with any teaching methodology, the successful implementation of the Snowball Throwing Pedagogical Model requires careful consideration of the learning objectives, classroom dynamics, and student preferences. Educators must strike a balance between the playful nature of the activity and the educational goals they aim to achieve. Additionally, proper guidelines and clear instructions are essential to ensure that the learning remains focused and productive.

The journey from a pre-test score of 29.2, classified as "poor," to post-treatment scores of 60.3 and 80.2, classified as "fair" and "good" respectively, unveils the transformative impact of the Snowball Throwing Pedagogical Model on students' proficiency in English grammar. The initial data analysis acts as a baseline, highlighting the existing challenges in the students' grasp of grammar concepts. However, the subsequent implementation of the snowball throwing model, conducted through two distinct treatment cycles, emerges as a beacon of progress and achievement.

The pre-test score of 29.2 serves as a poignant reminder of the initial academic landscape. In the realm of language education, this score places the students in the "poor" category, signifying a substantial gap in their understanding of English grammar. This baseline measurement is crucial for educators and researchers, offering a starting point against which the effectiveness of interventions can be measured. It not only identifies the existing deficiencies but also sets the stage for targeted and strategic pedagogical approaches to address these challenges.

Enter the Snowball Throwing Pedagogical Model – an innovative and interactive teaching strategy designed to breathe life into grammar lessons. The model's first treatment cycle yields a significant improvement, with a post-test score of 60.3, now classified as "fair." This leap from the poor to fair category signifies a substantial advancement in the students' comprehension of English grammar. The shift is not merely quantitative; it represents a qualitative transformation in the way students engage with and internalize grammar concepts.

The success of treatment one lies in the core principles of the Snowball Throwing Model – collaboration and active participation. As the snowball circulates, each student contributes to the construction of sentences, applying grammar rules in a tangible and collaborative manner. This dynamic process not only reinforces

theoretical knowledge but also cultivates a sense of ownership and teamwork among students. The physical act of throwing and catching a snowball adds a kinesthetic element to the learning process, catering to diverse learning styles and making the experience more memorable.

Building upon the success of the first treatment, the second treatment cycle takes the students even further on their journey towards grammatical proficiency. With a remarkable post-test score of 80.2, now classified as "good," treatment two stands as a testament to the cumulative impact of the Snowball Throwing Pedagogical Model. The upward trajectory in scores reflects not only sustained improvement but a deepening understanding of grammar concepts. Students move beyond rote memorization, embodying a genuine mastery of the subject matter.

Delving into the mechanics of the Snowball Throwing Model, it becomes evident that the model's success is rooted in its ability to make learning enjoyable and participatory. The collaborative nature of the activity ensures that every student is an active participant in the learning process. The back-and-forth interaction of the snowball encourages students to think on their feet, apply grammar rules in real-time, and engage in meaningful discussions with their peers. This approach goes beyond traditional classroom methods, creating an environment where learning is not a passive reception of information but an active and dynamic process.

An essential aspect of the model's efficacy lies in its adaptability to different grammar components. Whether addressing sentence structure, parts of speech, verb tenses, or punctuation, the Snowball Throwing Pedagogical Model proves versatile in its application. This adaptability ensures that a broad spectrum of grammar concepts is covered, contributing to a holistic and comprehensive improvement in students' language skills.

It is crucial to acknowledge that the success of the Snowball Throwing Pedagogical Model goes beyond the mere improvement in test scores. The model's impact extends to the development of soft skills such as communication, teamwork, and critical thinking. As students actively collaborate in constructing sentences and solving grammar exercises, they are not only refining their language skills but also honing essential skills that are transferable to various aspects of their academic and personal lives.

The journey from a pre-test score of 29.2 to post-test scores of 60.3 and 80.2 also underscores the model's potential to cater to students at different proficiency levels. The adaptability of the Snowball Throwing Pedagogical Model ensures that it can be tailored to meet the needs of learners, whether they are grappling with basic grammar concepts or seeking to enhance their already advanced language skills. This inclusivity is a hallmark of effective teaching methodologies, recognizing the diverse learning needs within a classroom.

However, it is imperative to approach the interpretation of these results with a nuanced perspective. While the Snowball Throwing Pedagogical Model has demonstrated notable success in this context, its implementation may yield varying outcomes in different educational settings. Factors such as classroom dynamics, teacher-student relationships, and individual student characteristics can influence the model's effectiveness. Educators must be attuned to the unique needs of their students and be open to adjusting the model to suit the specific context of their classroom.

Additionally, the journey from a pre-test score of 29.2 to post-test scores of 60.3 and 80.2 reflects the profound impact of the Snowball Throwing Pedagogical Model on students' proficiency in English grammar. Beyond the numerical improvement, the model fosters a transformative learning experience that is engaging, collaborative, and inclusive. As educators continue to explore innovative teaching methodologies, the Snowball Throwing Model stands as a compelling example of how interactive and student-centered approaches can bridge the gap in understanding and elevate the learning experience to new heights.

In conclusion, the Snowball Throwing Pedagogical Model stands as a promising and effective approach to enhancing students' proficiency in English grammar. By blending elements of play, collaboration, and physical activity, this model transforms grammar lessons into dynamic and engaging experiences. Its adaptability, inclusivity, and capacity to address various proficiency levels make it a valuable tool in the hands of educators striving to create a vibrant and effective language learning environment. As we continue to explore innovative pedagogical models, the Snowball Throwing approach stands out as a testament to the transformative power of interactive and student-centered learning strategies in the realm of language education.

CONCLUSION AND SUGGESTION

After implementing classroom action research at the first grade students in Secretary Class of the first state vocational school in Manokwari and based on the result of the tests, it can be summarized that there is a difference before and after implementing snowball throwing learning model in teaching past tense. Snowball throwing learning model can improve students' grammar in past tense. It can be seen through students' score. Mean score of pre-test (2,9) which is in "Very Poor" category, students have reached progress on the first post-test (6.3) in "Fair" category, and they obtain significant improvement on the second post-test (8,2) namely in "Good" category. After implementing snowball throwing learning model, students are brave to raise questions, feel interesting in teaching-learning process and give more attention and pro-active during the class.

Snowball Throwing Pedagogical Model presents a promising approach to enhancing students' proficiency in English grammar. The interactive and participatory nature of the model engages students actively in the learning process, fostering a dynamic and collaborative classroom environment. Through this innovative method, students not only grasp grammatical concepts more effectively but also develop communication skills essential for real-world applications. However, it is crucial to acknowledge certain limitations. The success of the Snowball Throwing Pedagogical Model may be contingent on factors such as class size, student background, and teacher adaptability. Larger class sizes may pose challenges in ensuring every student actively participates, and variations in student learning styles could influence the model's efficacy.

To address these limitations and further optimize the model's effectiveness, educators should consider tailoring instructional strategies to accommodate diverse learning needs. Additionally, ongoing professional development for teachers in adapting and refining the Snowball Throwing Pedagogical Model would be beneficial. In light of these considerations, future research could delve deeper into the model's applicability across different educational contexts and age groups. Continuous evaluation and refinement, coupled with a commitment to addressing diverse student needs, will contribute to the sustained success of this innovative pedagogical approach in enhancing English grammar proficiency.

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