ABSTRACT

An Analysis of Snowball Technique Implementation in Teaching and Learning English: Teachers' and Students' Challenges.

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This study aims to identify the obstacles faced by the English teacher and grade VIII A students of SMPK Kotagoa Boawae, Nagekeo, in implementing the Snowball Technique. Using a qualitative method, data were collected through classroom observation, video recording, and interviews with the teacher and ten randomly selected students. The findings show that the teacher struggled with preparing materials, managing time, controlling noise, addressing students' varying proficiency, and assessing contributions fairly. Students faced psychological and linguistic obstacles, including shyness, fear of mistakes, limited vocabulary, and uneven participation. The study concludes that although the technique makes learning more active, its implementation is hindered by limited proficiency, confidence, and classroom management.

Keywords: *cooperative learning, learning challenges, Snowball Technique, teaching challenges.*

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CHAPTER I
INTRODUCTION

1.1 Background

English has become an essential global language in the digital era and globalization, particularly in Indonesia, where English plays a crucial role in international communication, trade, technology, and education. According to the data from the Ministry of Education and Culture of the Republic of Indonesia (2022), English is taught as a mandatory subject in junior and senior high schools to prepare students for global competition, as emphasized in the Merdeka Belajar program, which stresses 21st-century skills. However, English learning in Indonesia still faces significant challenges, including a lack of everyday practice exposure, cultural and linguistic barriers, and low student motivation. This results in difficulties in developing speaking, listening, reading, and writing skills, as traditional learning methods are often passive and not inclusive (Tasaufi et al., 2024).

To address these issues, educators in Indonesia are increasingly adopting interactive strategies such as cooperative learning. Cooperative learning is an approach where students work in small groups to achieve common goals, emphasizing positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and group evaluation (Lundgren, 2008). According to Slavin (2005, pp. 4-8), this approach involves students from various achievement levels, genders, and ethnic backgrounds helping each other understand the material. It not only improves academic achievement through active discussions but also develops social skills such as cooperation, empathy, and communication. In

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Indonesia, cooperative learning has been integrated into the Merdeka Curriculum, where teachers are encouraged to use group techniques to enhance student engagement and create an inclusive learning environment.

One effective technique in cooperative learning is the Snowball Technique (also known as Snowballing), which is designed to build knowledge gradually through group discussions. This technique, developed by integrating principles from models like Jigsaw and Round-Robin (Kagan, 1994), starts with individual brainstorming, then progresses to pairs exchanging ideas, and finally expands to larger groups until the entire class collaborates. This approach encourages equal participation and helps students practice English skills in a supportive environment. Various studies have demonstrated its effectiveness in English learning, such as Susanti's (2021) study, which found a 25% improvement in speaking skills in junior high schools using this method compared to conventional approaches. Additionally, Rospinah et al. (2021) showed improvements in grammatical accuracy, pronunciation, vocabulary, and speaking fluency when using the Snowball Technique. Research by Putri et al. (2016) also proved its effectiveness in teaching procedural texts, where students using this technique achieved higher scores than the control group. Overall, the Snowball Technique has been proven effective in enhancing English learning outcomes, although its implementation may face contextual challenges.

The Snowball Technique has also been adopted as part of cooperative learning for English lessons in SMPK Kotagoa-Boawae, Nagekeo, in grade eight, aligning with the principles of the *Merdeka* Curriculum, where teachers use interactive methods to address everyday English learning challenges. Due to the objective of research which is to find out the challenges faced by teachers in implementing the

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snowball technique, the researcher then selected SMPK Kotagoa as the research site because the school is located in a rural area of Nagekeo Regency, where there are limitations in infrastructure, dominance of local languages, and limited access to technology. This allows the research to uncover specific challenges that have not been widely explored, such as cultural and motivational barriers, which differ from those in urban schools. Moreover, the previous studies have mostly focused on the effectiveness of the Snowball Technique, but there has been no in-depth study on the challenges of its implementation, thus the researcher then conducted the research with the title **"An Analysis Of Snowball Technique Implementation In Teaching And Learning English : Teachers' And Students Challenges."** The findings are expected to provide new contributions to educational literature and help improve the quality of English learning.

1.2 Research Problems

Based on the explanation above, the two problems that are intended to be answered in this research are:

1. What are the obstacles faced by English teachers in applying the snowball technique in teaching English?
2. What are the obstacles faced by grade VIII A students in learning English based on snowball technique?

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1.3 Aims and Benefits

1.3.1 Aims of Research

There are two aims of research based on the research problems above which are:

1. To identify the obstacles faced by English teachers in applying the snowball technique in teaching English
2. To identify the obstacles faced by grade VIII A students in learning English based on snowball technique

1.3.2 Benefits of Research

The benefits of this research are as follows:

1. Benefit for teachers

   This study can provide benefits for teachers at SMPK Kotagoa to more effectively implement the snowball technique in teaching English. Findings about the challenges faced by teachers and students can help teachers adjust their teaching strategies.

2. Benefit for researcher

   The researcher can gain an in-depth understanding of the snowball technique in teaching English, as well as identify and analyze obstacles in the application of the snowball technique in such learning.

3. Benefit for other researchers.

   This research can be a source of information for other researchers who want to conduct any research related to the topic of this study.

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1.4 Scope of the Study

The research focused on the analysis of Snowball Technique implementation in teaching and learning English: Teachers' and students' challenges.

1.5 Definition of Terms

To avoid misunderstanding the terms contained in the title of this research, it is necessary to define the specific terms used in the title of the study; those terms are as follows:

1) Snowball Technique

   According to Suprijono (2011: 8), the snowball technique is a learning method that involves dividing students into several heterogeneous groups. Each student in the group is given a task by the teacher to write questions on paper and roll them into balls. The question balls are then thrown to students in different groups, and each student answers the questions they receive.

2) English Teaching and Learning

   English teaching and learning is the process of teaching and learning English that aims to help students master English language skill, such as listening, speaking, reading, and writing.

3) Students Challenges

   According to Tarigan (1981), students face difficulties in conveying ideas and messages orally, mainly due to a lack of confidence, difficulty in speaking English fluently, and a lack of understanding of aspects of speaking such as pronunciation, vocabulary, and grammar.

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4) Teachers Challenges

Teacher challenges refer to various problems faced by educators in teaching. For example, the use of passive teaching methods, low student motivation, and the use of technology to support learning are still obstacles due to limited facilities and resources, as well as a lack of technical training for teachers.

1.7 Organization of Writing

This writing consists of five chapters. Chapter one is the Introduction which includes the background, research problems, objectives and benefits, scope of research, definition of terms, and writing organization. Chapter two is the Literature Review, where the researcher presents several theories and concepts that are relevant to the topic of this research. Chapter three is Research Methodology, where it presents the research method, time and location of research subject, research techniques and instruments, and data analysis techniques. Chapter four consists of research findings and discussion, analyzing the data based on the theories used and interpreting the results. While chapter five provides the conclusion and suggestions, which summarizes the main findings of the study and offers recommendations for future researchers or related parties.

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CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review discussing theories relevant to the implementation of the research. In addition, the researcher also included several previous studies related to the topic under investigation. The aim is to provide information from literature reviews and written sources that support the implementation of this research.

2.1 Concepts of Teaching in General

2.1.1 The Essence of Teaching

Teaching is a complex process that involves transferring knowledge, skills, and understanding from teachers to students. According to Richards and Rodgers (2001), language teaching is "a process involving teaching activities and strategies designed to help students acquire language proficiency.

2.1.2 Objectives of Teaching

Teaching aims to achieve the following:

1. Develop Language Proficiency: The goal is to enable students to use English in everyday communication contexts. Harmer (2007) states tha "the primary goal of language teaching is to prepare students for effective communication."
2. Enhance Student Independence: Teaching also fosters students' learning autonomy. Nunan (1999) argues that "good teaching should

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provide students with opportunities to take responsibility for their own learning."

3. Encourage Critical Thinking: In the context of English language teaching, it is essential to promote critical and creative thinking among students. Gough (2004) emphasizes that "schools should be places where students can practice critical thinking and develop analytical skills

2.1.3 Issues in Teaching

Several challenges can hinder the effectiveness in teaching, including:

1. Differences in Students' Initial Abilities: Each student brings diverse backgrounds and varying initial language skills. Kumaravadivelu (2003) notes that "diversity in language abilities within the classroom can pose a significant challenge for teachers."
2. Availability of Resources: Limited resources, such as textbooks, digital materials, or educational software, can impede the learning process. Stern (1983) stresses the importance of adequate resources to support teaching effectiveness.
3. Lack of Varied Teaching Methods: Many educators remain trapped in traditional methods that no longer align with students' needs. Brown (2007) notes that "diversity in language teaching methods is crucial to accommodate various student learning styles
4. Use of Technology: Integrating technology into English language teaching remains an issue, particularly in areas with restricted access. According to Warschauer (2000), "technology can be a highly

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effective tool in language learning, but limited access can act as a barrier."

5. Student Motivation and Engagement: Motivation is a key factor in teaching effectiveness. Deci and Ryan (2000) state that motivated students are more likely to engage in the learning process. However, many students show little interest in English lessons, often due to monotonous teaching or the irrelevance of materials to their daily lives.
6. Resistance to Changes in Teaching Methods: Many teachers are reluctant to alter their methods, especially if they are accustomed to traditional approaches. Kumaravadivelu (2003) states that such resistance often stems from insufficient training or opportunities to develop new skills, leading to failures in adopting more innovative teaching methods.

These issues can significantly impact the effectiveness of teaching, often resulting in reduced student motivation, difficulties in grasping materials, and suboptimal learning outcomes. Richards (2015) recommends ongoing teacher reflection to identify and address these challenges, ensuring a smoother learning process

2.2 Concepts of Cooperative Learning

2.2.1 Definition of Cooperative Learning

Cooperative learning is an approach in education that necessitates group participation and collaboration. This cooperation can enhance students ability to work effectively together and promote a mindset of

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assisting one another in various social behaviors. According to Slavin (1995), cooperative learning is a learning environment where students work together in small groups of different abilities to complete academic tasks

2.2.2 Types of Cooperative Learning

There are several techniques in cooperative learning where each teaching technique has a different function, according to Kagan (1992). Some are designed to achieve mastery of the material with high consensus, while others aim to develop thinking skills and communication skills.

1. Snowball technique is a type of cooperative learning that gives students the opportunity to learn about democracy, increase their appreciation of learning, as well as prepare students to learn collaboration and social skills through active participation in small groups.
2. Jigsaw is a technique where the teacher assigns a different mini topic to each team member. Students research their assigned mini topic and then gather in expert groups with other team members who have the same mini topic to discuss and deepen their understanding of the topic.
3. Think-Pair-Share is a discussion strategy that consists of four steps, namely: Students (and teachers) learn to listen when a question is asked, think of an answer without raising their hands, pair up with a peer to discuss the answer, and then share their answer with the whole

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class. In this way, students can practice mental and verbal responses, and all students have the opportunity to speak. Both students and teachers have greater opportunities to think and engage in group discussions.

4. Three-Step Interview involves a structured group activity where students use a modeled interview technique. One student interviews another on a predetermined topic. Once time is up, students switch roles as interviewer and interviewee. The pairs then combine to form groups of four, where they take turns introducing their partner and sharing information gained. This structure can be used as a team builder, as well as for opinion questions, predictions, evaluations, sharing book reports, and more.

2.2.3 Elements of Cooperative Learning

Brown & Ciuffetelli Parker (2009) and Siltala (2010) identified five basic elements that are essential in cooperative learning:

1. Positive Interdependence

   Students must participate fully and exert effort in the group. Each group member has a task, role, and responsibility, so they must believe that they are responsible for their own and their group's learning.

2. Face-to-Face Interaction

   Members support each other's success. Students explain to each other what they have learned or are learning and help each other understand and complete tasks.

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3. Individual and group accountability

   Each student must demonstrate mastery of the material being studied. Students are accountable for their learning and work, thus eliminating "slacking".

4. Social skills

   Social skills include the ways in which students interact with each other to achieve the goals of an activity or task (e.g. praising and recognition). As students will be free to express themselves, other students will appreciate and help if needed.

5. Group processing

   Group processing, where the students are assessed on what they have learned and how they can do better as a learning group or team. It will be one of the great impressions that every student in the team is trying to master the lesson.

2.2.4 Issues in Cooperative Learning

1. Inequality in Participation

   Some students in a group tend to rely on their group mates (freeriding), while others work harder. This often occurs due to a lack of individual accountability within the group. Slavin (1995) states that without clear task structures, low-achieving students often "ride on the coattails" of others, which can reduce group motivation.

2. Conflicts Among Group Members

   Differences in personality, background, or ability levels can trigger conflicts that disrupt the learning process. Johnson & Johnson (2009)

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emphasize that relational conflicts (rather than task-related ones) often arise if teachers do not train social skills such as communication and problem-solving.

3. Ineffective Grouping

   Random grouping or grouping by similar ability levels can lead to imbalances, where homogeneous groups lack challenge or heterogeneous groups overly depend on high-achieving students.

   Cohen (1994) found that grouping without considering students' social status results in dominance by popular students, to the detriment of weaker ones.

4. Lack of Teacher Preparation and Classroom Management Teachers who are untrained often struggle to manage groups, leading to chaos or wasted learning time. Oortwijn et al. (2008) report that poor implementation by teachers results in low learning outcomes, especially in large classes.

5. Challenges in Evaluation and Assessment

   Assessing individual contributions in heterogeneous groups is difficult, often resulting in unfair grading. Gillies (2006) highlights that without peer or self-assessment tools, motivation declines because students feel the assessment does not reflect their personal effort.

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2.3 Concepts of Snowball Technique

2.3.1 Definition of Snowball Technique

Snowball Throwing comes from two words, "Snowball" and "Throwing". The word snowball means a ball of snow, while throwing means to hurl, so Snowball Throwing is throwing a snowball. According to Shoimin (2014), snowball throwing is a cooperative learning method that facilitates group discussion and interaction between students from different groups. This allows for the active exchange of knowledge and experiences in an effort to solve problems that arise, making discussions more interactive and enjoyable.

Furthermore, Slavin (1995) emphasizes the importance of cooperative learning strategies, including the snowball technique, which have been shown to enhance students' academic outcomes. This is achieved by creating a learning environment that fosters a sense of community and collaboration among students. The physical activities involved in the snowball technique, such as throwing paper balls containing questions, not only add an element of fun to the learning process but also create a dynamic that makes the learning experience more memorable and effective. In this way, students are not only learning cognitively but are also engaged emotionally and socially, which is crucial in a holistic learning process.

From the explanation above, it can be concluded that snowball is a cooperative learning technique that involves active interaction through the activity of throwing paper balls containing questions, making learning

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more enjoyable, interactive, and effective cognitively, emotionally, and socially.

2.3.2 The Purpose of the Snowball Technique

According to Asrori (2010, p. 89), the purpose of the snowball technique is to train students to be able to listen to the opinions of others, increase students' creativity and imagination in designing questions, and encourage students to work together, help each other, and actively participate in the learning process. Meanwhile, Devi in Annisa (2016, p. 18) emphasizes that the Snowball Technique trains students to be more responsive in receiving messages from others and then conveying those messages to their peers in a group. From the above explanation, it can be concluded that the main objective of the Snowball Technique is to increase the speed and accuracy of students in conveying messages from others, as well as to foster creativity and cooperation in answering questions asked by other groups, so that students are encouraged and have the confidence to express their opinions. Through this learning process, students' competency skills can be improved.

2.3.3 Benefits of the Snowball Technique

According to Shoimin (2014), the Snowball technique is beneficial due to these reasons:

1. The learning atmosphere becomes fun because students feel like they are playing by throwing paper balls to other students.

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2. Students have the opportunity to develop their thinking skills because they are given the opportunity to create questions and give them to other students.
3. It prepares students for various possibilities because students do not know what questions their friends will create.
4. Students are actively involved in learning.
5. Educators do not have to worry too much about creating media because students are directly involved in the practice.

2.3.4 Characteristics of the Snowball Technique

Isjoni (2009: 27) describes several characteristics of snowball technique as follows.

1. Learning takes place in groups.
2. Each member has a role.
3. Face-to-face interaction in this case involves direct communication between students to discuss and solve problems.
4. Active communication between students.
5. Each group creates questions and answers questions
6. Teachers and students are active in learning.
7. Learning activities are enjoyable

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2.3.5 Steps of the Snowball Technique

The steps in the snowball technique according to Huda (2013) are as follows:

1. Delivery of Material: First, the teacher delivers the material to the students.
2. Grouping: Next, the teacher divides the students into several groups
3. Question Creation: Each student is then given a piece of paper to write down questions related to the explanation.
4. Paper Balls: The papers containing the questions are then rolled into balls, and the students throw the balls to each other within the allotted time.
5. Answering Questions: When students receive a ball containing a question, they are given the opportunity to answer the question in turn
6. Process Evaluation: After the answering session, an evaluation of the process and students' understanding is conducted
7. Closing: Finally, the teacher closes the session by summarizing the activities that have been carried out.

2.4 Concepts of Learning

2.4.1 Definition of Learning

Learning is "the process of acquiring Knowledge and skills" (Knowles, 2005). According to Richards and Rodgers (2014), language learning is a process that enables learners to master communication skills in a second language or foreign language. This definition emphasizes that the main objective of English language learning is not merely to memorize grammar rules, but to develop effective and functional

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communication skills in everyday language use. Thus, English language learning places more emphasis on mastering communication skills than on formal grammar aspects alone.

2.4.2 Objectives of Learning

Learning objectives essentially represent expectations or anticipated outcomes for students following the learning process. According to Daryanto (2005: 58), learning objectives are formulations that describe the knowledge, abilities, skills, and attitudes students should possess as a result of instruction, expressed in terms of observable and measurable behaviors. Meanwhile, Suryosubroto (1997: 23) emphasizes that learning objectives provide a detailed specification of what students must master upon successfully completing the relevant learning activities

2.4.3 Issues in Learning

1. Differences in Students' Learning Styles and Ability Levels In the classroom, students have different learning styles (visual, auditory, kinesthetic) and varying ability levels, making it difficult for teachers to deliver material that suits all students simultaneously.

   Differences in learning needs and variations in students' ability levels represent the main challenges in implementing differentiated learning.

2. Lack of Motivation and Interest in Learning

   Many students struggle to concentrate due to a lack of motivation or interest in certain subjects. As a result, students tend to be passive and merely follow lessons without truly understanding the material.

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3. Time Management and Heavy Curriculum Load

   A dense curriculum and limited class hours make it challenging for teachers to manage time effectively, while students feel overwhelmed by the excessive demands of the material. An "overloaded curriculum" and performance pressures hinder the implementation of innovative, student-centered teaching methods.

4. Unsupportive Classroom Environment

   Disruptions such as noise, side conversations, gadget distractions, or an unsettled classroom atmosphere make it hard for students to concentrate, rendering learning ineffective. A supportive classroom environment is essential to ensure students receive quality education services.

5. Lack of Facilities and Learning Resources

   Shortages of textbooks, teaching media, or digital technology devices make it difficult for students to understand material in a concrete and interactive way.

6. Gaps in Teachers' Competence and Creativity

   Teachers who lack creativity or training in active learning methods tend to rely solely on lectures, causing students to become passive and easily bored.

7. Psychological and Social Pressures

   Peer pressure, bullying, or an emotionally unsafe classroom atmosphere can lower students' self-confidence and disrupt their focus on learning.

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8. Lack of Social Skills and Group Work Abilities

   Students who are weak in collaboration, communication, and social skills face difficulties in collaborative classroom activities, such as group discussions and joint projects. Social behaviors and peer relationship skills also influence students' engagement and learning outcomes.

2.4.4 Theories in English learning

Some theories that support English language learning include:

1. The constructivist theory of Jean Piaget and Jerome Bruner asserts that adolescents in the formal operational stage are capable of abstract thinking, so the English language learning process must encourage students to actively construct their own knowledge. Piaget (1972) emphasizes the importance of active knowledge construction, while Bruner (1960) adds the concept of discovery learning, which encourages students to explore language patterns independently through problem solving activities.
2. English as a Foreign Language describes the process of learning English in regions/countries where English is not the dominant language. In other words, learners study English as a "foreign language" because it is not the primary medium of daily communication. Krashen (1982) emphasizes that in EFL classrooms at the secondary school level, language acquisition can be achieved through comprehensible input and supportive emotional conditions (low affective filter), which underscores the teacher's crucial role in

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creating a conducive learning environment and reducing students' anxiety.

3. The social learning theory proposed by Lev Vygotsky (1978) highlights the importance of social interaction in the learning process. Vygotsky stated that during adolescence, effective learning occurs through scaffolding from teachers or peers who help bridge the zone of proximal development, which is the gap between students' independent abilities and their potential that can be achieved through collaboration.

2.5 Previous Related Research

In this research, the researcher found several researchers who conducted researches that were closely related to this research topic.

1. The first research was conducted by Dian Islamiati (2024) entitled The Use of the Snowball Throwing Technique in Teaching Reading Skill of Class VIIIA MTs Negeri 1 Sidrap, Sidenren Rappang District, South Sulawesi Province. The results showed that the snowball technique was effective in improving students' reading skills. The study used a quantitative method with a quasi-experimental design, involving 50 students who were divided into experimental and control groups. Data was collected through pre-test and post-test, and analysis showed a significant difference between the results of both, proving the effectiveness of this technique. Students also gave positive responses, feeling more engaged and motivated in the learning process. Thus, the snowball throwing technique not only improves reading skills, but also creates an interactive learning atmosphere.

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2. The second research was conducted by Luhung Badrannuhdin (2024) entitled The Effect of Snowball Throwing Technique on Students Reading Comprehension at SMAN 2 Kediri, East Java Province. The results showed that the average pre-test score was 59.49, while the average post-test score reached 77.46. The post-test score was higher than the pre-test, with a standard deviation of pre-test of 15.114 and post-test of 11.110, and a twoway significance value below 0.05 (<0.05). This shows that the snowball throwing technique has a significant effect on students' reading comprehension
3. The third research was conducted by Ferdiansyah, Rizdki Elang Gumelar, Ari Fajria Novari (2023), which was published in the journal English Education. Teacher Training and Education, University of Mathla'ul Anwar, Banten, Indonesia. With the title The Effect of Snowball Throwing Strategy Toward Students Narrative Reading Comprehension. The results of this study indicate that the "Snow Ball Throwing" strategy has a significant impact on improving reading comprehension among tenth-grade students at SMAN 6 Pandeglang. The research was conducted by testing the scores before and after the implementation of this strategy on two groups of students: the experimental class and the control class. After applying the strategy, the average score of the class that received the intervention was higher than that of the class that did not. Additionally, statistical tests revealed that this difference is indeed significant. This demonstrates that the "Snow Ball Throwing" strategy effectively aids students in comprehending reading materials in a fun and engaging way. Therefore, it is highly

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recommended that teachers use this strategy to help students learn more easily and enhance their reading skills.

The similarity of the three studies above with this study is that they focused on improving students' understanding in learning by using snowball technique as learning media. The difference between this study and the previous studies is that previous studies examined the effectiveness of using the snowball technique, while this study focuses on the challenges faced by teachers and students in implementing the snowball technique in teaching and learning English.

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