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Application of the Snowball Throwing Method to Improve Arabic Speaking Skills in Grade VII Students at MTS Al-Hijrah Integrated Lubuk Dendang Deli Serdang

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Abstract

This study aims to determine the effectiveness of the Snowball Throwing method in improving Arabic speaking skills (maharah al-kalam) in grade VII students. Speaking skills are one of the important aspects of learning Arabic, but they are often hampered by low active student participation and the dominance of conventional learning methods. For this reason, this study uses a qualitative approach with a descriptive type, in order to describe in depth the process of applying the Snowball Throwing method in the context of real learning. Data collection techniques include observation, interviews, and documentation of grade 7C students at SMPS IT Al Hijrah. The results of the study show that the Snowball Throwing method is able to create an interactive and fun learning atmosphere, increase students' confidence, and encourage them to be more active in using Arabic orally. Thus, this method has proven to be effective as an alternative strategy in learning maharah al-kalam at the junior high school level.

Keywords: Snowball Throwing; Speaking Skills; Arabic; Interactive Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas metode Lempar Bola Salju dalam meningkatkan kemampuan berbicara bahasa Arab (maharah al-kalam) pada siswa kelas VII. Keterampilan berbicara adalah salah satu aspek penting dalam belajar bahasa Arab, tetapi sering terhambat oleh rendahnya partisipasi siswa aktif dan dominasi metode pembelajaran konvensional. Untuk itu, penelitian ini menggunakan pendekatan kualitatif dengan tipe deskriptif, dalam rangka mendeskripsikan secara mendalam proses penerapan metode Snowball Throwing dalam konteks pembelajaran nyata. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi siswa kelas 7C di SMPS IT Al Hijrah. Hasil penelitian menunjukkan bahwa metode Snowball Throwing mampu menciptakan suasana belajar yang interaktif dan menyenangkan, meningkatkan kepercayaan diri siswa, dan mendorong mereka untuk lebih aktif dalam menggunakan bahasa Arab secara oral. Dengan demikian, metode ini terbukti efektif sebagai alternatif strategi dalam pembelajaran mazhab al-kalam di tingkat SMP.

Kata Kunci: Lempar Bola Salju; Keterampilan Berbicara; Bahasa Arab; Pembelajaran Interaktif

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A. Introduction

In the current era of globalization, mastery of foreign languages is one of the important skills that every individual must have, especially in the world of education[1]. Arabic, as one of

[1] Hasim, E., & Saleh, M. (2022). Menulis Kalimat Sederhana Melalui Impelemntasi Model Snowball Throwing Pada Siswa Kelas II SDN 11 Limboto Barat Kabupaten Gorontalo. Aksara: Jurnal Ilmu Pendidikan Nonformal, 8(2), 785. https://doi.org/10.37905/aksara.8.2.785-794.2022

the international languages and the main language in Islamic teachings, has a strategic role not only in the religious context, but also in the academic and professional spheres. Therefore, improving Arabic language skills, especially speaking skills (maharah al-kalam), is a very important aspect to be developed in the learning process. But in reality, many students have difficulty speaking Arabic actively and confidently. This can be caused by low motivation, lack of speaking practice, and an uninteractive approach to learning. For this reason, learning methods are needed that are able to stimulate students to be more active and involved in learning Arabic. One solution that can be used is an interactive learning approach that prioritizes direct student participation. A method that has been proven to be able to overcome this problem is Snowball Throwing[2].

The Snowball Throwing method is a form of cooperative learning designed to increase students' active participation in the teaching-learning process. In practice, students write questions on a piece of paper shaped like a snowball, then throw them to another friend who will answer them. This process not only enhances interaction between students, but also creates a fun and challenging learning atmosphere. In addition, this method provides an opportunity for all students to participate equally, without fear or embarrassment in expressing opinions. This dynamic and non-monotonous activity encourages students to think fast, enrich vocabulary, and practice the courage to speak. Thus, this method is very suitable to be applied in learning Arabic speaking skills. In this context, teachers not only play the role of delivering material, but also as facilitators who guide and direct students in the active learning process[3].

In secondary schools, especially at the tsanawiyah madrasah level, the challenges in learning Arabic are still quite high, especially in terms of speaking skills. This is due to several factors, such as the lack of speaking practice, the dominance of lecture methods, and the lack of an environment that supports the active use of Arabic. As a result, many students tend to be passive and insecure when asked to speak in Arabic. They are more used to receiving information in one direction than actively engaging in discussions or conversations. In conditions like this, the role of teachers is very important to create learning strategies that are able to foster students' courage and activeness in speaking. Therefore, an innovative method is needed that is able to overcome these obstacles. Snowball Throwing comes as a promising alternative to improving speaking skills naturally and pleasantly. With this approach, it is hoped that the learning process will be more effective and meaningful.

One of the schools that faces these challenges is MTs Al-Hijrah Terpadu Lubuk Dendang Deli Serdang. Grade VII students at this school show low Arabic speaking skills,

[2] Shohibul Anwar, M., & Maghfiorh, R. (2023). Metode Synchronous Dalam Pembelajaran Maharah Kalam Untuk Mengatasi Learning Loss Di PJJ IAIN Syekh Nurjati Cirebon. DEWANTECH: Jurnal Teknologi Pendidikan, 1(1), 42–48. https://journal.awatarapublisher.com/index.php/dewantech/article/view/15

[3] Ningsih, E. (2012). PENGARUH METODE SNOWBALL THROWING TERHADAP HASIL BELAJAR MATEMATIKA PADA SISWA KELAS X PEKANBARU Oleh ERFITA NINGSIH PEKANBARU 1433 H / 2012 M.

characterized by limited vocabulary, lack of active participation in learning, and fear of making mistakes when speaking. The learning methods used previously are still conventional, such as lectures and memorization, which do not actively involve students in the oral use of Arabic. This circumstance prompted the author to look for methods that could significantly improve students' speaking skills. Taking into account the characteristics of students and learning needs, the Snowball Throwing method is considered appropriate to be applied. Through this method, students are encouraged to actively ask, answer, and discuss in a fun and collaborative atmosphere. It is hoped that the application of this method can help students overcome fear, increase confidence, and improve speaking in Arabic[4].

Speaking skills are not only important in the context of classroom learning, but also as a means of communication in everyday life. In the context of Islamic education, the ability to speak Arabic is the main capital to understand religious teachings through the Qur'an, hadith, and other Islamic literature. Therefore, the development of these skills should be the main focus in learning Arabic. The chosen method must be able to create a learning environment that is supportive, stimulates courage, and provides sufficient practice space for students. Using the Snowball Throwing method, students can experience the process of speaking firsthand through interactive practices that demand quick and precise responses. This will encourage them to actively communicate using Arabic naturally. In the long run, these skills will help them not only in the academic aspect, but also in their social and spiritual life as Muslims.

Various previous studies have shown that the Snowball Throwing method is effective in improving students' liveliness and speaking skills. The results showed a significant increase in student participation, courage to speak, and mastery of new vocabulary. In addition, students also show a higher interest in learning because the learning atmosphere becomes more lively and not boring. These studies support the idea that this method is worthy of being developed and applied widely, particularly in the learning of foreign languages such as Arabic. On the other hand, the effectiveness of this method depends heavily on the teacher's readiness to design questions, manage the class, and provide appropriate guidance. Therefore, the implementation of this method must be well planned in order to achieve optimal learning objectives.

Although the Snowball Throwing method has many advantages, its implementation also faces some challenges. One of them is the possibility of students not being serious in compiling questions or answers. In addition, if not managed properly, paper throwing activities can disrupt class order and distract from the focus of learning objectives. To overcome this, teachers need to provide clear instructions, set the timing appropriately, and ensure that each student understands the procedures and objectives of the activity. The use of

[4] Rahayu, A. (2023). Upaya Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Melalui Metode Snowball Throwing di SMA Negeri 2 Palopo.

this method must also be adjusted to the student's ability level, so that all students can participate confidently and comfortably. With good planning and supervision, these obstacles can be minimized, and the benefits of this method can be felt to the maximum by students and teachers[5].

Based on this background, this study aims to explore the application of the Snowball Throwing method in learning Arabic speaking skills in grade VII students. The main focus of this study is to find out the extent to which this method can increase active participation, confidence, and speaking ability of students in Arabic. In addition, this study will also identify obstacles that may arise during the process of implementing the method and how to overcome them. It is hoped that the results of this research can make a real contribution to the development of more interactive and effective Arabic language learning methods. The findings of this study are also expected to be a reference for Arabic teachers in implementing learning strategies that are in accordance with the needs and characteristics of students in the current modern learning era.

B. Method

This study uses a qualitative approach with a descriptive type of research. This approach was chosen because it was able to provide an in-depth picture of the application of the Snowball Throwing method in Maharatul Kalam learning. Qualitative research allows researchers to dig into data based on direct experiences from learners and teachers. Descriptive research aims to describe the reality that occurs in the classroom without the manipulation of variables. The main focus of this research is to describe the process of applying the method as a whole. Therefore, researchers play an active role in data collection and interpretation. This process involves hands-on interaction in the field to understand the learning context. Thus, this study emphasizes the meaning and perception of each participant in the teaching and learning process.

The subjects of this study are students in grade 7C of SMPS IT Al Hijrah and teachers who teach Arabic subjects. The selection of subjects was carried out by purposive sampling technique, which is the selection of samples based on certain considerations relevant to the purpose of the research. Class 7C was chosen because it was considered representative in describing the problem of low speaking skills in Arabic. The number of students who were the focus of observation was around 30 people, who varied their levels of language skills. Arabic teachers are also involved to provide views on the application of the method. This purposive selection of subjects aims to obtain specific and in-depth data. Students are the center of attention because they are the direct recipients of the learning method. With the

[5] Wahdah, M. (2019). Pengembangan Media Ular Tangga Berbasis Model Snowball Throwing Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Arab Kelas III Di SD Islam As-Salam Malang. Jurnal Pendidikan, 1(1), 23–34.

right subject, it is expected that the data obtained is accurate and relevant to the focus of the study.

The data collection techniques used in this study include observation, interviews, and documentation. Observations are made during the learning process to record interactions, student participation, and class dynamics. The researcher recorded the behavior of students in answering, asking questions, and using Arabic during the activity. Interviews were conducted in a semi-structured manner to the teacher and some students to find out their responses to the Snowball Throwing method. Documentation in the form of teaching notes, worksheets, and visual recordings is used to support the validity of the data. The combination of these three techniques provides rich and comprehensive data. The collected data is then analyzed in stages to draw conclusions. With this technique, it is hoped that the picture obtained truly reflects the actual learning situation.

The data that has been obtained is analyzed using qualitative data analysis techniques according to Miles and Huberman. The analysis stage begins with data reduction, namely sorting, summarizing, and selecting data that is relevant to the focus of the research. After that, the data is presented in the form of a descriptive narrative to facilitate the extraction of meanings and patterns. The final stage is the drawing of conclusions based on the patterns of findings that appear during the analysis process. To ensure the validity of the data, triangulation techniques are used, both triangulation methods and sources. Triangulation was carried out by comparing the results of observations with interviews and documentation. With this analytical approach, researchers can obtain an objective picture of complex data. Each finding is thoroughly tested for validity so that it can be scientifically accounted for.

This research was carried out for one month with eight learning meetings in the classroom. Each meeting lasts for 90 minutes according to the Arabic lesson schedule. In the first week, students are introduced to the concept and technicalities of the Snowball Throwing method. Furthermore, the method is applied in learning sessions that involve questions and discussions between students. The researcher documented the entire process for further analysis. Student interaction, changes in participation, and confidence in speaking Arabic were intensively observed. The teacher provides an assessment of the student's development during the application of the method. With a structured time design, this research is able to capture the dynamics of continuous learning. The results are then used as reflection material for the development of Maharatul Kalam's learning in the future.

C. Results and Discussion

Application of the Snowball Throwing Method

The application of the Snowball Throwing method in learning Arabic speaking skills is carried out through several structured stages. The meeting began with an introduction to the material and the delivery of the learning objectives. The teacher then divides the students into small groups and gives instructions on how this method works. Each student was asked to write

one question related to the material they had learned on a piece of paper that was then shaped like a snowball. After that, all the students throw the snowball at random to other friends in the class. Friends who receive the ball are required to read and answer questions orally in front of the group or class[6].

This activity took place in a fun and enthusiastic atmosphere. Students look very active and excited when preparing questions as well as when receiving and answering questions from their friends. The atmosphere of the class became more lively compared to the usual lecture method. The teacher acts as a facilitator who supervises the course of the discussion, gives encouragement, and provides clarification on students' answers when necessary. This method is able to change the learning atmosphere that previously tended to be passive to interactive and dynamic. It also shows that the Snowball Throwing method has succeeded in creating a more participatory learning environment.

The enthusiasm of the students was very visible from the beginning of the implementation of this method. They feel challenged to formulate good questions and answer friends' questions correctly. The students' curiosity also increases because they must be ready to answer questions randomly and spontaneously. Some students who are usually passive and insecure begin to dare to speak in front of their peers. A healthy competitive spirit grew, where students competed to show off their best speaking skills. This proves that this method is very effective in fostering the courage to speak and activeness during the learning process.

This method also gives students the freedom to express themselves using Arabic in a natural and relaxed situation. Students don't feel pressured when they have to speak because of the supportive and fun classroom atmosphere. The pressure to be "perfect" in speaking is reduced, and students focus more on the communication process. The teacher creates an atmosphere that mistakes in speech are not something to be feared, but part of the learning process. This makes students more courageous and open to trying, even though their abilities are still limited. With this approach, the learning process becomes more meaningful[7].

After several meetings, the teacher noted an increase in student activity during learning. Many students began to show initiative to ask questions without being asked, as well as actively respond to their friends' opinions. This indicates that the Snowball Throwing method not only succeeds in creating an interactive atmosphere, but also fosters students' confidence in using the Arabic language. The classroom atmosphere turns into a fun and not boring talking practice space. Teachers also noted that students' involvement in these activities made it easier to assess the development of their speaking skills.

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[6] Aprilianingrum, L. F., Asri, S. A., & ... (2021). Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Keterampilan Menulis Puisi. Prosiding …, 376–384. http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1321%0Ahttps://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/download/1321/917

[7] Ismatillah, D. N., & Irma, A. (2023). Pengaruh Penggunaan Metode Snowball Throwing dalam Maharah Kalam Dini Nur Ismatillah. Proceeding of Annual International Conference on Islamic Education and Language (AICIEL), 922–935. https://ftk.uinbanten.ac.id/journals/index.php/aiciel/article/view/9790

Overall, the application of the Snowball Throwing method in grade VII MTs Al-Hijrah Integrated has proven to be effective in building an active and communicative learning climate. The learning process becomes more varied, less monotonous, and more emphasizes the practice of direct language. With the mutual interaction between students, the learning process becomes collaborative and students understand the material more contextually. This method not only focuses on outcomes, but also provides space for students to experience and enjoy the learning process. This is a strong basis for continuing to analyze the influence of this method on students' speaking skills.

Influence on Speaking Skills

After the application of the Snowball Throwing method for eight meetings, there was a significant improvement in students' speaking skills. One of the main indicators is fluency, where students are increasingly accustomed to composing sentences and expressing their ideas in Arabic spontaneously. Although there are still errors in sentence structure or vocabulary selection, their fluency in speaking increases due to intensive practice through repeated questions and answers. This activity encourages students to think quickly and compose sentences immediately, which has a direct impact on their speaking skills[8].

The improvement can also be seen from the students' courage in expressing their opinions in front of the class. At the beginning of the activity, most students tend to be embarrassed or afraid of making mistakes when speaking in Arabic. But over time, with a fun and no-pressure approach, students begin to show greater confidence. The activity of throwing and answering questions creates a healthy competitive atmosphere and eliminates fear in speaking. Even students who were previously passive began to show their courage, both in answering and drafting questions asked to their friends.

In addition, students' ability to choose and use vocabulary has also improved. During the question and answer process, students are exposed to a wide variety of topics that require them to use a varied vocabulary. Teachers also note that students begin to use new vocabulary that they have not previously mastered, as a result of constant exposure in discussion activities. The process of hearing and answering questions from friends makes students recognize and remember more words in meaningful context. This shows that this method is also effective in enriching students' vocabulary naturally[9].

This activity also strengthens students' thinking structure in composing their arguments or opinions. When answering questions, students are required to think concisely and clearly, because their answers will be heard and judged by friends and teachers. This trains students to not only speak spontaneously, but also pay attention to the content and structure of

[8] Hilaliah, N. (2019). Penerapan Model Pembelajaran Kooperatif SnowballThrowing Untuk Meningkatkan Minat Belajar Seni TariPada Kelas Xi Ips 1 Sman 21 Gowa.

[9] Kholilah, N., & Hasanah, U. (2021). Pembelajaran Maharoh Kalam Dengan Menggunakan Metode Snowball Throwing Siswa Kelas Vii Mts Nurul Huda Pkandangan Bluto Sumenep Tahun Ajaran 2020-2021. Al-Fakkaar, 2(1), 40–56. https://doi.org/10.52166/alf.v2i1.2338

the sentences they speak. Teachers can observe how the quality of the argument and the connections between sentences improve from week to week. These activities not only help improve verbal skills, but also support the development of logical thinking in oral communication.

The positive effects of this method are also seen in the social interaction between students. Through question-and-answer activities, a cooperative and mutually supportive learning climate is created. Students become more active in communicating with each other and feel that they have a responsibility to help each other in the learning process. These interactions strengthen social relationships and improve interpersonal communication skills, which are also an important part of speaking skills. In addition, students show a more tolerant attitude to the mistakes of their friends and are more open to constructive criticism[10].

In general, the Snowball Throwing method has a positive impact on improving students' speaking skills in Arabic learning. Students become more active, confident, fluent, and vocabulary-rich in speaking. In addition, the learning atmosphere becomes more lively and fun so that students feel comfortable learning and talking. This shows that this method not only affects the technical aspects of language, but also shapes students' positive character and attitude in learning. Therefore, this method is feasible to be developed and recommended in learning speaking skills at other levels of education.

D. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the Snowball Throwing method has proven to be effective in improving Arabic speaking skills (maharah al-kalam) in grade VII students at MTs Al-Hijrah Terpadu. This method is able to create an active, interactive, and fun learning atmosphere, which is needed in the process of developing language skills. Through random and spontaneous question and answer activities, students are encouraged to think quickly, compose sentences well, and express opinions without fear. A collaborative classroom atmosphere also supports the learning process to be more meaningful and enjoyable for all students.

The positive influence of this method can be seen from several main aspects of speaking skills, namely increasing fluency in speaking, students' courage in expressing ideas, and increasing students' vocabulary. In addition, this activity also fosters an attitude of responsibility, confidence, and the ability to work together between students. Teachers also feel the convenience of observing the development of students' skills directly during the interaction process. These findings show that the Snowball Throwing method not only impacts the linguistic aspect, but also contributes to the formation of students' character in the context of Arabic language learning.

[10] Wahdah, M. (2019). Pengembangan Media Ular Tangga Berbasis Model Snowball Throwing Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Arab Kelas III Di SD Islam As-Salam Malang. Jurnal Pendidikan, 1(1), 23–34.

However, in its implementation, there are still several obstacles such as time management, differences in students' abilities, and potential irregularities during activities. These obstacles can be overcome through more structured activity planning, clear instruction, and intensive mentoring from teachers. Therefore, this method is highly recommended to be applied on an ongoing basis with adjustments to the conditions of each class. It is hoped that this research can be a reference and inspiration for educators in implementing more innovative and effective learning strategies to improve the quality of Arabic language learning.

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