

## Snowball Throwing Learning Model in Growing Questioning Skills of Elementary School Students: A Review

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### ABSTRACT

Asking activity is one of the efforts made to obtain additional information to build knowledge. Asking activities encourage students to think critically about the learning material being studied. So it is necessary to build students' questioning skills through the learning model applied by the teacher. The focus of this research is to describe the application of the snowball throwing learning model in fostering students' questioning skills in elementary schools. The approach used in this research study is a descriptive qualitative approach with literature studies. In this research study, the authors formulated the problem and continued by tracing existing and relevant research results for analysis. Data collection techniques by browsing electronic journals through Google Scholar and books related to learning. From the results of a study of several previous research results, it shows that the snowball throwing learning model can foster students' questioning skills combined with the game of throwing snowballs. Even with the snowball throwing learning model, students studying in groups do not only ask questions but encourage students to provide answers and explanations of the material. So that it makes students more critical in thinking. The results of this research study are expected to be a stimulus for teachers to facilitate student learning so that they are skilled in asking questions. So that the process of communication in learning in the classroom becomes more active.

**Keywords:** *questioning skills; snowball throwing; elementary school students*

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### INTRODUCTION

Asking activities is part of communication skills that need to be mastered by every student. By asking questions, students can show how the attitudes, skills, and understanding students have of the learning material provided by the teacher (Pratiwi et al., 2019). But in reality, there are still many students who cannot ask questions skillfully due to various obstacles. Such as not knowing what to ask, embarrassed to ask, there is fear, if the question is wrong, and there is an attitude of indifference to the learning material delivered by the teacher. Though there is a saying that says *malu*

*bertanya sesat di jalan*. If we use the meaning of this proverb, then it is very clear that if you don't know, then the solution is to ask someone who knows. So that there are no mistakes or even wrong thoughts or misinterpretations of a thing or event. This means that the desire to ask must continue to be honed in students. So that they can build their knowledge from the situation of asking.

In view of the constructivism school of education, especially in the contextual approach, asking questions is one of the solutions to build students' knowledge. This is because through asking students will dig up information al this is because through asking students will dig up this information because through asking students will dig up information, inform what they already know, and direct to aspects that they do not know (Komalasari, 2015, p. 12). The knowledge gained by participants is not something that is given by the teacher, but knowledge is the result of students' cognitive construction, one of which is through asking questions. So it must be realized that one's knowledge always begins with asking. Therefore, it is necessary to instill in students to want to ask questions and not be ashamed to ask in order to build their knowledge.

Asking questions will create students' thinking strategies. Asking questions will hone and open students' minds, move their minds until they get answers (Yuberti, 2014, p. 12). Even Yuberti also revealed that if there were students who did not dare to ask questions, let alone express an opinion that differed from the teacher's, the atmosphere of democracy would disappear (2014, p. 113). Building a democratic atmosphere will create an open learning environment. As stated by Nurdyansyah & Mutala'liah (2015, p. 98) that the learning environment that must be prepared in the teaching and learning process is an open learning environment using a democratic process. An open learning environment provides opportunities for each student to ask questions and argue in learning. Thus creating an effective learning atmosphere to build children's thinking skills.

Sunarto & Rohita (2021) Asking questions is an effective stimulus that encourages thinking skills. Improving students' questioning skills cannot be separated from the teacher's role in motivating and encouraging students (Nurlitasari et al., 2019). Thus the teacher needs to optimize students' questioning skills by applying a supportive learning model. Komalasari (2015, p. 67) explains that through the application of the snowball throwing learning model can build questioning skills combined with imaginative games of shaping and throwing snow. Coupled with the results of Jihan & Agustiani's analysis (2009) that so far students tend to memorize learning material, when in fact what is expected is not only memorizing material but also understanding concepts through asking questions. Thus through the snowball throwing learning model it can involve students as a whole to be active in asking questions. Confirmed again from the results of classroom action research by Sukerni (2018) shows that learning snowball throwing can improve the questioning skills of grade 1 students at SD Negeri 4 Kaliuntu, Buleleng District, Buleleng Regency for the 2015/2016 academic year in thematic learning. This is shown from the results of the first cycle, the average student questioning skill was 58.2% in the less category and increased to 81.4% in the second cycle, which was in the good category.

Based on the description above, the focus of this research is to describe the application of the snowball throwing learning model in fostering the questioning skills of elementary school students. Musaropah, et al (2020) stressed that with the activity of throwing the ball this question will make the study group will be enthusiastic and active. Students do not only think about learning material, write questions and convey questions, but also do physical activities, namely rolling paper and throwing it to other students. The results of this study are expected to be one of the inspirations for teachers in creating learning innovations in order to foster the questioning skills of elementary school students in communication activities. The ability to ask is part of communication skills. As disclosed by Safitri, et al (2022) that the ability to ask is an indicator of communication skills. So that communication skills are included in one of the basic skills that students must have.

## **METHOD**

This research method applies a descriptive qualitative approach with literature review. Literature review research or document analysis is research that is carried out systematically on records or documents as data sources (Hardani et al., 2020, p. 72). In this analysis, the process of selecting, comparing, combining and sorting various meanings is carried out until relevant data is found. Retrieving data from online scientific journals using Google Scholar. The data that has been obtained from the various literatures are collected as a single document, which is used to answer the problems that have been formulated. The data set will be analyzed to answer the focus of this research. The research data analysis technique uses an interactive analysis model developed by Milles and Huberman (Shidiq & Choiri, 2019, p. 85). Data analysis techniques with interactive models consist of data reduction, data presentation, verification (Saputro, 2017, p. 31).

## **FINDINGS AND DISCUSSION**

### ***Snowball Throwing Learning Model Steps***

Slavin explained that cooperative learning is a learning model in which students learn and work in small groups collaboratively with 5 members with a heterogeneous group structure (Isjoni, 2009, p. 15). Likewise Hayati's statement (Hayati, 2017, p. 14) that cooperative learning consists of small groups whose members are heterogeneous to work as a team in solving problems, assignments, or doing something to achieve a common goal. So with this cooperative learning will form the cooperation of students in study groups to achieve maximum learning results. Therefore, this learning model will make students learn more cooperatively to achieve the same goal. In cooperative learning, these communication skills are needed because students will become resource persons who must convey the material they have mastered in the study group. (Marfuah, 2017). This means that with cooperative learning, students will be trained in communicating with their friends in study groups.

Snowball Throwing is a type of cooperative learning model. If you interpret the word snowball throwing, it means throwing snowballs. The snowball in question is paper rolled up to resemble a snowball. Where the contents of the paper in the snowball are a collection of questions that have been made by students. Sudana (2019) explained Snowball Throwing is defined as a learning method that uses question balls from paper rolled round in the shape of a ball and then thrown in turns among group

members. Shoimin stated that the Snowball Throwing type of cooperative learning model was a development of the discussion learning model and was part of the cooperative learning model (Nurhaedah & Amran, 2017). Development can be seen from the existence of a type of game throwing snowballs containing questions to his friends. Then the student who receives the snowball will answer the questions written in it. There is a learning development innovation in it in the form of a snowball throwing game. So that in this lesson not only invites students to make questions but is accompanied by physical activity in the form of throwing.

Snowball Throwing can make students trained in responding to messages received from other people to be communicated to their group mates. So it is clear that to train students' communication skills, especially in terms of asking questions, it is very suitable for the snowball throwing learning model. The learning experience gained by students through the snowball throwing learning model is in accordance with the concept of constructivism learning. Learners are trained to build their knowledge through information received as a result of communication in study groups. So it takes asking activities in this learning to obtain information. As stated by Setyaningsih & Rezkita (2019) that through the snowball throwing learning model, students can express opinions or build their own knowledge.

The steps of the snowball throwing learning model in the learning process as revealed by Komalasari (2015, p. 67) are as follows: 1) the teacher conveys learning material; 2) the teacher forms groups and calls the group leader to receive an explanation of the material; 3) the group leader rejoins the group and delivers learning material to his group members; 4) then group members write one question on a piece of work paper provided by the group leader regarding the material that has been explained; 5) then the paper is shaped like a ball and thrown to other students in one group; 6) after receiving the question ball students are given the opportunity to answer the questions they receive in turn; 7) the teacher evaluates the implementation of learning; 8) the teacher concludes learning as a cover for learning activities.

Miftahul Huda in (Setyaningsih & Rezkita, 2019) also describes the steps of the snowball throwing learning model as follows: 1) the teacher gives an explanation to students regarding the implementation of the snowball throwing learning model and conveys the material to be presented; 2) the teacher forms study groups of students in several heterogeneous groups, then calls the heads of each group to listen to explanations regarding the material being studied; 3) each group leader returns to his group to explain the material to his group members; 4) students write one question on the HVS paper provided by the teacher according to the material explained by the group leader; 5) then students roll up the paper to resemble a ball containing questions and throw it to other students; 6) after receiving the ball, students are given the opportunity to answer questions in turn; 7) the teacher evaluates by reviewing the learning material that has been studied.

If we examine the steps for implementing the snowball throwing learning model, it can be seen that communication is indeed the core of this learning activity. Communication activities initiated by the teacher by conveying learning material to each group leader is the core of the initial communication in this lesson. The teacher conveys messages or information to the group leader. And later the group leader will convey the contents of the learning material to the group members. The thing that needs to be considered in this initial activity is the method of delivering material by the

teacher which must be easily understood by the group leader. In this case, the teacher must have a communication style that is easy for children to understand. So that the message conveyed must be intact received by other students. Without any message reduction or miss communication. Communication style is a communication behavior carried out by someone in one activity to get feedback from listeners (Ruliana, 2014, p. 17). So that the teacher in delivering subject matter to the group leader must be in accordance with the language development of students (Arum & Wahyudi, 2016).

Likewise in terms of conveying learning material to group members, a group leader must be able to maintain the integrity of the material provided by the teacher. There should be no reduction of information to group members. So that the learning material is conveyed to students evenly. So a group leader chosen by the teacher must have good skills in communicating. Bukit (2022) states that communication skills are very important for every student to have in order to be able to help and facilitate the delivery of ideas and exchange of information in the learning process. Moreover, a group leader is basically a teacher's choice who is considered capable of leading a study group. So in terms of selecting a group leader, the teacher needs to pay attention to the criteria of a person. Among other things, having a clear voice, the courage to express opinions and being able to lead their friends in learning and most importantly not being stingy with information. Because if the group is led by someone who is stingy with information, the learning of snowball throwing cannot run as it should.

Teachers need to pay attention to the ability of students in constructing question sentences. A good question sentence is to include a question word in it. The question words are what, who, when, where, why, and how. Preferably before implementing this snowball throwing learning, the teacher has taught the students how to compose question sentences. So that students already have strong capital to make questions. The experience of compiling questions has been received by students through previous learning. So that they are no longer confused in compiling questions according to the context of the material to be discussed. Students who are accustomed to using question words in learning usually easily understand the meaning of the question. So that you can answer questions according to the intent and purpose. Interrogative sentences can be used as an analysis to understand material both in text and non-text form (Hafni, 2020). So it is appropriate for students to have been trained by the teacher in making question sentences using question words. The teacher needs to understand that with the right questions the child will be interested in knowing more about something being discussed (Sunarto & Rohita, 2021).

In the activity of throwing snowballs containing questions, the teacher must also guide students. Don't be careless. Because it has an impact on the calm atmosphere of learning. Usually students will be happy if there is an activity of throwing something, because the teacher needs to avoid chaos. Students can create chaos by simply throwing it at their friends. The throw was intended to hit his friend's head. So in anticipating the atmosphere of chaos the teacher must use the controlling style of communication style. By mastering the controlling style of communication, the teacher can control all students who are characterized by the existence of a will or intention to limit, force and regulate the behavior, thoughts and responses of others (Ruliana, 2014, p. 20). For example by giving strict orders and sanctions if they cause commotion in learning. Or by giving rewards to groups that can learn conductively. Award is a form of appreciation to students for their learning success (Rusmayanti et

al., 2017). Meanwhile, the existence of sanctions (punishment) aims to discipline children in doing assignments. As disclosed by Bukit, et al (2023) that teachers need to provide rewards and punishments to students. This means that sanctions (punishment) are a form of firm action by the teacher to sanction students who make mistakes. However, the teacher must also give praise or prizes to students who show an increase in learning outcomes.

### ***Advantages of the Snowball Throwing Learning Model***

In the snowball throwing learning model, this cannot be separated from communication activities to exchange information within the study group. In line with Laswell's view that communication is the process of conveying messages by the communicator to the communicant through the media that causes certain effects (Miftah, 2008). Basically learning is a form of communication (Komalasari, 2015, p. 111). So with effective communication in learning, students are interested in asking questions to the teacher or to their friends. So through communication activities in the learning process will foster interaction between students and teachers (Ari, 2013). During snowball throwing lessons, students have the freedom to build their knowledge by asking questions and getting answers from their friends (Setyaningsih & Rezkitia, 2019).

The snowball throwing learning model has several advantages as stated by Suprijono in (Wahyuningsih, 2017) including: 1) creating a fun learning atmosphere because students like playing by throwing paper balls to other students; 2) students are trained to develop thinking skills by asking questions; 3) train students to be ready with various possible questions because students will not know the questions that have been prepared by their friends; 4) students are actively involved in learning; 5) teachers are not too bothered to make learning media because students are directly active in facilitating themselves; 6) achieving maximum cognitive, affective and psychomotor aspects.

Safitri also explained several advantages of the snowball throwing learning model (Sukerni, 2018) such as: 1) training students' readiness in formulating questions according to the material; 2) students understand and understand more deeply about the subject matter being studied; 3) training students' courage in asking questions to other friends and teachers; 4) train students' ability to answer questions posed by their friends well; 5) stimulate students in asking questions according to the topic being discussed in the lesson; 6) reduce students' fear of asking friends and teachers; 7) students will be trained in working together to find a solution to a problem; 8) train the responsibility of students; 9) students can accept ethnic, social, cultural, talent and intelligence diversity or heterogeneity; and 10) students will be motivated to improve their abilities.

From the advantages that have been stated above, in general the advantage of learning snowball throwing is to train students' ability to ask questions regarding the learning material provided. By practicing the ability to ask questions, students are expected to be able to make students skilled in asking questions according to the learning material. When students can arrange questions according to the learning material, it means that students have succeeded in building their knowledge based on their learning experiences. This means that students already have their own initiative to learn. So that there is encouragement from within the students to learn with their own

will, their own choices and a sense of responsibility is within the students (Rifky, 2020). Encouragement in self becomes the provision of curiosity in students. With this curiosity, students will continue to ask questions to enrich knowledge. As suggested by Bukit, et al (2022) that building curiosity about learning material will make students have confidence in asking questions.

The results of this research study still contain several limitations that need to be completed by the next researcher regarding the application of the snowball throwing learning model. These limitations, such as studies from several theorists related to the snowball throwing learning model, are still small. Even in this study there is no comparison between the results of other relevant research related to the success of the snowball throwing learning model in fostering students' questioning skills in elementary schools. However, there is something unique that is offered in this research study, namely the description regarding the application of the snowball throwing learning model is reinforced by several relevant research results. So that the results of this research study can be used as a reference for teachers to try to apply the snowball throwing learning model.

## CONCLUSIONS

Based on the research focus that has been stated in the introduction, it can be concluded that there is an application of the snowball throwing learning model in elementary schools as follows: 1) delivery of learning material by the teacher; 2) forming groups and summoning group leaders who will receive material explanations; 3) delivery of material by the group leader to all group members; 4) writing question sentences by all group members on a piece of work paper; 5) the formation of working paper into balls and thrown by other students in one group; 6) students answer questions according to the ball received in turn; 7) evaluation of the learning process by the teacher; and 8) conclusion of learning as a closing of learning activities by the teacher. Given the advantage of the snowball throwing learning model in learning is to enable students to ask questions, the teacher in the learning process can see the achievement of mastery of learning content by students. So that the teacher can measure the success of student learning from the ability of students to ask questions related to learning material. And in the end the learning process will be more communicative.

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