

**Improving Students' Writing Descriptive Skills through
Snowball Throwing Games Technique.**

PROPOSAL PENELITIAN

SKRIPSI



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**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Universitas Prima Indonesia

Medan

2025

Chapter I

Introduction

1.1 Background of the Study

One of the core abilities in learning English is writing, which allows students to communicate their ideas, thoughts, and experiences in writing. However, a lack of enthusiasm, a small vocabulary, and dull teaching strategies make it difficult for many pupils to improve their writing abilities. Students are frequently not effectively engaged in writing activities by traditional methods that place a strong emphasis on grammar rules and textbook exercises. One of the core abilities in learning English is writing, which allows students to communicate their ideas, thoughts, and experiences in writing.

However, a lack of enthusiasm, a small vocabulary, and dull teaching strategies make it difficult for many pupils to improve their writing abilities. Students are frequently not effectively engaged in writing activities by traditional methods that place a strong emphasis on grammar rules and textbook exercises. Teachers are investigating cutting-edge, student-centered approaches that encourage involvement and enhance learning in order to solve these issues. Students compose brief sentences on paper, crumple them into "snowballs," and then toss them to peers who read and comment on the material. This cooperative learning method is known as the Snowball Throwing Game.

This interactive approach seeks to lessen students' writing fear, promote peer review, and improve their capacity for creative idea organisation and expression. Integrating writing skills with interactive strategies like the Snowball Throwing Game can help close the gap between theoretical knowledge and active learning at vocational institutions, where students are typically more hands-on and practical. This method fosters a more dynamic and engaging learning atmosphere, aiding students in enhancing their vocabulary, refining sentence

structure, and organising their ideas more efficiently. Teachers can encourage students to actively participate and hone their writing skills in a nurturing environment by making writing exercises more entertaining and engaging. In addition to promoting involvement and peer connection, the Snowball Throwing Game offers instant feedback, which can improve students' writing and confidence. The purpose of this study is to find out how well the Snowball Throwing Game technique works to help students become better writers, especially when it comes to creating English descriptive prose. The study will concentrate on how this approach can improve students' motivation, engagement, and general performance in EFL (English as a Foreign Language) classes.

1.2 Identifications of the problems.

The problem of the study are:

1. How can the Snowball Throwing Game technique improve students' writing skills?
2. What writing difficulties do students face that can be addressed through this technique?

1.3 Limitation of the Study

This study will be limited to Class X students at SMK Immanuel Medan. It will focus specifically on using the Snowball Throwing Game to improve descriptive writing in English.

1.3 Objectives of the Study

1. To explore how the Snowball Throwing Game technique can improve students' writing skills.

2. To identify the specific writing difficulties faced by students and examine how the Snowball Throwing Game can address these challenges.
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1.4 Significances of the Study.

This study is expected to benefit various stakeholders:

1. For Students: It will provide a more enjoyable and less stressful way to improve writing skills through interaction and creativity.
2. For Teachers: It will offer an alternative teaching method that promotes active learning and student engagement.
3. For Schools: It supports the adoption of innovative teaching strategies aligned with 21st-century learning goals.
4. For Future Researchers: It will contribute to the body of knowledge on cooperative learning techniques and their impact on English language writing proficiency in vocational school settings.