

THE EFFECTIVENESS OF SNOWBALL THROWING TECHNIQUE IN TEACHING READING COMPREHENSION AT SMPN 6 TOLITOLI

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ABSTRACT

The effectiveness of employing snowball throwing to teach descriptive text in order to improve reading comprehension in ninth-grade students at SMPN 6 Tolitoli was discussed in this study. This study focuses on how well kids can read descriptive literature. This study aims to determine whether the snowball-throwing method of teaching reading comprehension to third-grade children at SMPN 6 Tolitoli is effective. The participants in this study are pupils in class IX at SMPN 6 Tolitoli. This investigation is an experimental investigation. This study was carried out in a single class. The snowball-throwing method was employed to teach descriptive text to the experimental class, and pre-and post-tests with the research instrument were used to gather data. The pre-test and post-test are typically distributed and have the same variance based on the findings of the normality test study. The paired sample test is another formula used to examine the data. This is done to see if there is a difference in the experimental class's overall average score. The statistics indicate that the experimental group's pre-test had an average value of 41.45. The experimental class's post-test score, on average, was 77.35. A sig. (2-tailed) value of 0.000 0.05 was achieved using the T-paired sample. There was a disparity between the post-test and pre-test average scores due to Ho being refused and Ha being accepted. In conclusion, the Snowball Throwing technique effectively teaches descriptive text in reading comprehension to ninth graders IX in the 2023/2024 academic year.

Keyword: *Snowball throwing technique, reading comprehension*

INTRODUCTION

Reading skills are classified as receptive skills in English. Reading is a physical activity involving the senses to analyze letters, symbols and meaning in a reading text. Rahmawati, (2018) explains that reading is also an activity carried out by the reader to understand the message the author conveys indirectly. It means that reading is not only intended for someone to recognize one letter at a time but also, in reading, it hopes that a student can grow their understanding of the meaning contained in written text.

Ahuja & Ahuja, (2022) explain that reading comprehension is the process of comprehending what you read, which involves the correct relation and suitability between meaning and words, interpreting meaning, choosing the correct meaning, interpreting ideas when listening to reading and making relevance to the contents of the reading with the recent time and also the future. Reading is also a tool that students can use to enrich their knowledge broadly.

Snowball throwing technique in the context of learning is a strategy that involves affective, cognitive and psychomotor aspects in one activity. In learning, this is an activity of throwing rolls of paper containing questions based on the topics given by the teacher. According to Jumanta, (2014), snowball etymologically means snowballs, while throwing means throwing. Overall, this technique is carried out by throwing paper balls made by students and containing questions to other friends. Furthermore, this technique is a learning model that involves many students, so in practice, it effectively increases students' vocabulary in English and makes them more active in class.

Based on the pre-observations conducted at SMPN 6 Tolitoli, average students still need help understanding English texts. This is because the learning technique still adopts the conventional

technique, so the students are challenged to improve their reading comprehension of the text. For this reason, in classroom learning, the researcher chose this technique to see the extent of its effect on increasing interest in reading and understanding discourse in English lessons (Firmansyah, 2016). Therefore, In light of the rationale provided above, the researcher intends to undertake a study titled "The Effectiveness of Snowball Throwing technique in Teaching Reading Comprehension at SMPN 6 Tolitoli".

The researcher develops a research question based on the background explanation. "How does the effectiveness of snowball throwing? The study aims to determine whether the snowball tossing technique improves students' reading comprehension based on the issue statements of the third-year students at SMPN 6 Tolitoli.

METHOD OF THE RESEARCH

This research is an experimental study. According to Evans et al., (2015), experimental research is scientific research in which researchers act as investigators who can manipulate and control more than one independent variable and observe dependent variables.

RESULT AND DISCUSSION

The result of pre test

Tabel 1. The Result of Pre Test

NO	Initial	L/P	Students' Score
1	AL	L	36
2	ES	P	36
3	IN	P	26
4	KP	P	43
5	MJ	L	40
6	MB	L	53
7	MD	L	36
8	MG	L	26
9	NO	L	46
10	NA	P	56
11	NF	P	63
12	FA	L	53
13	OR	L	40
14	RA	P	43
15	RW	L	23
16	RD	L	50
17	RM	P	30
18	SU	P	46
19	YE	L	40
20	FM	P	43
TOTAL			829
MEAN			$\bar{X} = \frac{\sum x}{n}$ $\bar{X} = \frac{829}{20}$ $= 41,45$

The Result of Post – Test

Tabel 2. The Result of Post–Test

No	Initial	L/P	Students' Score
1	AL	L	76
2	ES	P	73
3	IN	P	66
4	KP	P	83
5	MJ	L	76
6	MB	L	86
7	MD	L	70
8	MG	L	63
9	NO	L	83
10	NA	P	80
11	NF	P	90
12	FA	L	80
13	OR	L	80
14	RA	P	80
15	RW	L	60
16	RD	L	83
17	RM	P	76
18	SU	P	83
19	YE	L	83
20	FM	P	76
	TOTAL		1527
	MEAN		$\bar{X} = \frac{\sum x}{n}$ $\bar{X} = \frac{1527}{20}$ $= 76,35$

According to the data, the greatest pre-test score is 63 and the lowest pre-test score is 23. The average pre-test score was 41.45, making up the total pre-test score of 825. The greatest post-test score was 90, while the lowest post-test score was 63, according to the post-test data. The overall post-test score was 1527, and the post-test average score was 76.35.

The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre test	.102	20	.200*	.976	20	.878
post test	.184	20	.075	.924	20	.120

*. This is a lower bound of the true significance.
 Lilliefors Significance Correction

Based on the previous results, it can be seen that there is a sign. in the post test $0.120 > 0.05$ It can be concluded that the post test data is normally distributed.

Testing Hypothesis

She used to compare student scores which are divided into two, namely pre-test and post-test which is used before and after treatment. Taught by using the Snowball Throwing Technique. Calculation results as following.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	41.4500	20	10.53553	2.35582
	posttest	77.3500	20	7.74104	1.73095

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.869	.000

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-35.90000	5.40857	1.20939	-38.43129	-33.36871	-29.684	19	.000

The T paired sample yielded a sig.(2-tailed) value of 0.000 0.05, indicating that the snowball throwing technique has a substantial impact on the instruction of reading comprehension.

Discussion

After all the treatments in this research were carried out, the researcher carried out a post test, the researcher obtained data based on student grades. Researchers found that most students were effective. The number of students who got high scores was 15 students, 5 students who got low scores. The highest percentage of data in the post-test was 15 students and 5 students were included in the low class

In the second stage of this investigation, the researcher administered the therapy. The process took three meetings. Using method, researchers instructed students who served as a sample for this investigation snowball throwing focus on reading comprehension about descriptive text.

This technique is applied to train students to understand reading texts well.

From the three treatment meetings, the researcher taught students with the following procedure:

The first meeting

Researchers carried out on August 1, 2023, researchers carried out learning according to the procedure:

- 1) Explain the snowball throwing technique that will be used in learning and what needs to be done.
- 2) Explaining the definition of descriptive text, social function, generic structure
- 3) Create discussion groups and understand the contents of reading descriptive texts
- 4) Make questions and throw question balls to other groups to see how far their understanding is related to reading descriptive text
- 5) After all questions have been answered, research and students correct incorrect answers.
- 6) Researchers and students make conclusions from the results of discussions about reading descriptive texts.
- 7) Closing teaching and learning activities with closing greetings.
- 8) The second meeting to the third meeting the rules remain the same which changes only at each group meeting it becomes different

Researchers conducted a post-test following the completion of all treatments in this study and collected data based on student performance. The majority of the students, according to the researcher, were productive. There were 15 pupils who received high marks, and 5 students who received low marks.

The last stage is Testing the Hypothesis, Based on the T paired sample, a sig. (2-tailed) value was obtained of $0.000 < 0.05$, this indicated that H_0 was rejected and H_a was accepted.

CONCLUSION

The researcher concludes the research done at SMPN 6 TOLITOLI. This study demonstrates the efficacy of snowball throwing (ST) in training students to comprehend descriptive texts. This is demonstrated by the fact that, whereas the average pre-test score for students was 41.45, the average post-test score was 77.35. It entails teaching students to read descriptive literature using the ST approach more effectively than with non-ST content. The ST method is effective in inspiring pupils to learn English, particularly in the area of descriptive writing. Because it can be entertaining and competitive and help the group develop its sense of responsibility and teamwork, teaching students to read comprehension on descriptive texts utilizing the ST technique can result in student success.

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