

## SNOWBALL THROWING TECHNIQUE AND ITS IMPACTS ON STUDENTS' READING ACHIEVEMENT

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**ABSTRACT:** *The purpose of this research was to examine whether there was a significant difference between students who are taught by using Snowball Throwing technique and who are not taught by using Snowball Throwing technique at the eighth grade of SMPN 1 Babadan Ponorogo in the academic year 2019/2020. The researcher applied a quantitative approach and used a quasi-experimental design. It was employed two classes as experimental and control classes. The experimental class was taught by using snowball throwing technique and control class was not taught snowball throwing technique. The researcher used cluster random technique sampling to determine the sample. The population was 164 students of the eighth grade at SMPN 1 Babadan. The total sample in this research was 50 students. The researcher used multiple-choice test to measure students' score from pre-test and post-test. The researcher used independent  $t_{test}$  for comparing the data from two different groups by using the  $t_{test}$  formula in SPSS 23. Based on the analysis on the data and the testing of hypothesis, the researcher found the result of this research showed Mean score in the experimental class was 78.00. Whereas the post-test Mean score in the control class who were not taught by using the snowball throwing technique was 73.40. It showed that the students who were taught by using snowball throwing technique got a better scores than the students who were not taught by snowball throwing technique. The significant standard 5%, the value of  $t_t$  was 2,01. Then the value of  $t_o$  was compared to the value of  $t_t$  the value of  $t_o$  was 1.620. It means that  $H_a$  was accepted and  $H_o$  was rejected. So there is a significant influence in using snowball.*

### INTRODUCTION

In Junior High School, English is important. It's because English is compulsory subject. This subject divided into four skills. They are speaking, listening, writing, and reading. These skills can help students master English. Therefore, students must master these four skills to become proficient in English.<sup>1</sup>

Reading is one of the essential elements of the four skills in English. Students can expand their knowledge and information on English by reading articles, books, and texts. If they read, they can learn new vocabulary. So as the vocabulary will help them to learn English.<sup>2</sup> Reading consists of two processes it is word recognition and comprehension. Word recognition is the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding words, sentences, and linking the experience of text knowledge with the text by using strategies to help and

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<sup>1</sup>Agatha, *Improving The Reading Comprehension Ability Of Grade Viii Students Of Smp Negeri 13 Yogyakarta Through The Multiple Intelligences-Based Techniques In The Academic Year Of 2013/2014*. 25.

<sup>2</sup>Dian Nuryati. *Improving Students' Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VII SMPN 4 Pagaran Tapah Darussalam Provinsi Riau*. Riau: Universitas Pasir Pangaraian. 2015. 30.

understand the written text.<sup>3</sup> Whereas, Reading comprehension of more complex texts originated vocabulary knowledge grows exponentially. But not all students consider earning to read as an easy process. students who have difficulties will be left behind from their peers, causing a lack of confidence. because literacy affects performance in all areas of the curriculum, it is important that teachers provide adequate techniques as early as possible which must be tailored to the needs of students.

Reading comprehension is indispensable for students both during their education at various levels of school and after they graduate school or work in the community. <sup>4</sup>Reading skills are basic skills that must be mastered by students in participating in all activities in the learning and teaching process.<sup>5</sup> Therefore, teaching reading comprehension is very important for students, because it can develop students' reading abilities not only in textbooks but also in other reading materials.<sup>6</sup> Teachers must be able to choose good and fun methods to teach students in order to make students understand the text well. Because when students are taught using conventional methods, the learning process only focuses on the teacher, so that it makes students bored. The learning method is a constructivism theory and cooperative learning model where students seek information from their ideas and solve problems by sharing and discussing with their classmates.

Snowball throwing is a teaching technique that can improve students' ability in understanding text. The use of snowball throwing techniques is one solution for teachers to increase students' reading interest. The way to use this technique is that students are formed into small groups of 5-6 people. <sup>7</sup>The purpose of snowball throwing is as a reading learning model. It is known that reading is one of the important elements in schools such as English language exams that use text to test students' understanding of the text. Students must have a good understanding of the reading process in order to understand the text and pass the test.

Based on observation and interviewed with students at SMPN 1 Babadan Ponorogo, the researcher found students' problems in learning English. Most students are not able to understand the meaning of the text because they are not familiar with the vocabulary in the text. Students still find it difficult to understand information from the text for several reasons, such as lack of memorization of vocabulary, lack of grasping main ideas, difficulty pronouncing, and are not interested in reading and still difficult to understand previous readings.<sup>8</sup>

Referring to the explanation above, the researcher believed that through reading we can understand the written expressions and the snowball throwing technique is considered as appropriate technique for teaching reading comprehension. Therefore, this research tends to find whether there is any significant effect of snowball throwing technique for teaching reading comprehension or not.

## METHODS (12pt)

This research was conducted in a quasy-experimental research design with pre-test and post-test design, which uses two groups as a sample. In conducting the research, the eighth-grade students at

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<sup>3</sup>Ibid.,32.

<sup>4</sup>Suleiman Alyousef, and Hesham. *Teaching Reading Comprehension to Esl/Efl Learners*. King Saud University (KSU). Saudi Arabia. 2005. 25.

<sup>5</sup>Nuryana, Rika. *The Correlation between Student's Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui Kab. Pelalawan*. UIN SUSKA. Pekanbaru. 2009. 34.

<sup>6</sup>Tuti Risnawati, *The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension*, University of Muhammadiyah Sumatera Utara, 2018. 15.

<sup>7</sup>Yunisrina Qismullah Yusuf, *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, Syiah Kuala University, 2017. 18.

<sup>8</sup>Based on interview students, 20 January 2020, 09.00-09.30 WIB

SMPN 1 Babadan Ponorogo participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading recount text. After that, they were given treatment in the middle. In the end, they were given a post-test. In this research, the pre-test and post-test were compared to determine the effect of using the Snowball Throwing technique for teaching reading comprehension on the recount text. The population of this research was taken from the eighth grade students in SMPN 1 Babadan Ponorogo. The researcher used t-test to analyze the data.

### **FINDINGS (12pt)**

In this research, the researcher used quasi-experimental as the research design. It means that the researcher took two groups as a sample, one class as an experimental group, and one class as a control group. The population that was used in this research was the eighth-grade students of SMPN 1 Babadan Ponorogo in the academic year 2019/2020. The researcher took 50 students as a sample there are VIII D as the experimental class consist of 25 students and VIII C as a control class consist of 25 students. In the experimental class, the researcher used a snowball throwing technique on recount text, while the control class was taught by using conventional methods on recount text. At the end of the research, the researcher wants to compare the result of the test between students are taught using the snowball throwing technique and students aren't taught using the snowball throwing technique.

### **The Procedure of the Research in Experimental Class and Control Class.**

In the experimental class, the researcher taught the students by using the snowball throwing technique. The learning process was done in a set of the learning process involved in this study pre-test, first treatment, second treatment, and post-test. While in control class, the researcher didn't teach by using a snowball throwing technique but the researcher used the conventional method on recount text.

Before giving the treatment in each class, the researcher gave the pre-test for both classes to know the students' abilities in each class. The form of a pre-test was a written test. After two meetings for the treatment by using the snowball throwing technique and two meetings for the control class which is taught by using the conventional method. The researcher held a post-test for both the experimental class and the control class. It was aimed to know students' achievement after giving treatment.

The table below showed post-test score of students who are taught by using the snowball throwing technique.

**Table 1 Post-Test Score of Experimental Class**

No.	NAMA	L / P	POST-TEST
1	AGIL DEVATARA	L	80
2	AHMAD WAHYU PRASETYO	L	95
3	AHSAN NABAWI MAULANA AHMADI	L	85
4	ALVINA FEBRI FERNANDA	P	75
5	ANDIKA KUSTIANTO	L	95
6	ARIF MUSTHOFA KAMALI	L	75
7	ARYA DWI MAHENDRA	L	95
8	AURELLIA ATIKA PUTRI YUDHA ASMARA	P	80
9	AWANG PANGESTU	L	85
10	DESVITA FITRI MEGANTARI	P	95
11	JALU EKA SAPUTRA	L	85
12	LAORA GITA NABILA	P	80
13	LUKY AGUSTINA PUTRI PRATAMA	P	80
14	MOCHAMAD ROMADHON	L	85
15	MUHAMAD NIZAM ARJUNA	L	80

16	NESSA ANGELINA CINDI PRATAMA	P	95
17	RAFIE IQBAL ZAAFARANI	L	75
18	REFANY JULIANATASARI	P	80
19	SALSABILA AULIA PUTRI	P	85
20	SANDRA FARDILLA NUR WAHYUNI	P	80
21	SYAHRIZAL PUTRA PAMBUDI	L	85
22	TITIN MAHARDIANTI	P	75
23	VALENTIN DWI FEBRIANTI	P	80
24	VERY TRISNANI	L	75
25	VIBIADY SWASTI PRADANA	L	80
<b>Total</b>			2080
<b>Mean</b>			83.2

The result of the post-test shows that the highest score of the post-test is 95, while the lowest score of the post-test is 75. The total score of the post-test is 2080 with the mean score of the post-test was 83.2. Then, the table below showed a post-test score of students who aren't taught by using the snowball throwing technique.

**Table 2 Post-Test Score of Control class**

No.	NAMA	L / P	POST-TEST
1	AMELIA MELANI	P	70
2	ANDIKA SYAHRUL RAMADHANI	L	75
3	ANDREYAN DWI JATMIKO	L	75
4	ANNI MAR'ATUS SHOLIAH	P	80
5	APRILIA SRI PURWANDARI	P	70
6	ARSY AULIA CANDRAKUSUMA	P	85
7	BAMBANG BAGAS PRASETYO	L	95
8	MOHAMMAD ARIEL RAMADANI	L	75
9	MUHAMMAD TRI WIDODO	L	80
10	MUTIARA CINTA AURELSYA ENDRAYANTI	P	75
11	NABILA FERA PERMATA PUTRI	P	80
12	NURUL LUTFIANI	P	80

13	OKTAVIA CINDY TRYANASARI	P	85
14	PRAMA BAYU AGATA	L	80
15	RAFI WIDI WALUYA	L	75
16	RAYA IPUTYA ANGGANI	P	70
17	REZA ADITAMA GEOFANI	L	75
18	REZY PERMATASARI	P	80
19	RIKO DWI KURNIAWAN	L	70
20	RIZAL IBRAHIM	L	75
21	SEPTIAN WAHYU PRADITYA	L	80
22	SHEVA FERDINAND	L	70
23	SOPIATUN DESI WAHYU LESTARI	P	75
24	TANZILA FITRIA SAHRU SAPUTRI	P	70
25	WELSANIA RAMADHANI	L	70
<b>Total</b>			1915
<b>Mean</b>			76.6

The result of the post-test, the data shows that the highest score of the post-test is 95, while the lowest score of the post-test is 70. The total score of the post-test is 1915 with the mean score of the post-test is 76.6.

The assumption test revealed that data was normally distributed and homogeneous. It can be seen from the result of SPSS calculation in the following:

**Table 3 Normality Post-Test of Experiment and Control**

		Posttest_ex	Posttest_ctr
<b>N</b>		25	25
<b>Normal Parameters<sup>a,b</sup></b>	<u>Mean</u>	78.00	73.40
	Std. Deviation	10.104	9.971
	<b>Most Extreme Differences</b>		
	<u>Absolute</u>	.143	.124
	<u>Positive</u>	.124	.116
	<u>Negative</u>	-.143	-.124
<b>Test Statistic</b>		.143	.124
<b>Asymp. Sig. (2-tailed)</b>		.198 <sup>c</sup>	.200 <sup>c,d</sup>

Based on the calculation of SPSS version 23 above. It showed that the test was normal distribution because the value is greater than 0.05. the value of sig. 2 tailed of the pre-test in experimental class got the significance  $0.198 > 0,05$  and control class  $0,200 > 0,05$ .

**Table 4 Homogeneity of Post-Test**

Test of Homogeneity of Variances			
Result posttest of experiment & control			
Levene Statistic	df1	df2	Sig.
.030	1	48	.864

Based on calculation above, the researcher calculated that the data was homogeneously distributed because the result value of data was higher ( $0.864 > 0.05$ ).

After conducting the normality and homogeneity tests, the researcher calculated the  $t_{test}$  by using the SPSS version 23 Program. It was used to compare the students' score that was divided into two groups which were taught by using different techniques. Class VIII D was taught by using Snowball Throwing Technique and class VIII F was taught without using Snowball Throwing Technique. The calculation result as bellow:

**Table 5 Group Statistics**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
result of the lesson	experiment	25	78.00	10.104	2.021
	Control	25	73.40	9.971	1.994

Based on the table above, the result of data analysis showed that the means of students' score of experimental class was 78.00. While the mean of the students' score of control class was 73.40.

**Table 6 Independent Samples Test**

Independent Samples Test								
Levene's Test for Equality of Variances			t-test for Equality of Means					
F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	

									Lower	Upper
<b>result of the less on</b>	Equal varians assumed	.030	.864	1.620	48	.112	4.600	2.839	-1.108	10.308
	Equal varians not assumed			1.620	47.992	.112	4.600	2.839	-1.108	10.308

Based on the table above, it can be seen that the value of  $t_{test}$  was 1.620 and the degree of freedom was 50 ( $df=db-2$ ,  $50-2= 48$ ). The value of  $t_{table}$  for  $db =48$  at level 5% was 2,01. To interpret the data above, the researcher formulated the hypothesis test as follows:

$H_0$  = There is no significant difference score between students who were taught by Snowball throwing technique and who were not taught by Snowball throwing technique.

$H_a$  = There is a significant difference score between students who were taught by Snowball throwing technique and who were not taught by Snowball throwing technique.

The result showed the value of  $t_{test} = 1.620$  and the value of  $t_{table}$  with  $db =48$  was 2,01. It means that  $1.620 > 2,01$ . Therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was significance difference score on the students who were taught by using Snowball throwing technique and those who were not.

### DISCUSSION (12pt Bold)

Based on the tables test above, it can be seen that the difference coefficient of students who taught by using Snowball throwing technique and those who were not was 1.620. Hypothesis test ( $t_o$ ) at 1.620 from the computation above would be compared to the "t" table ( $t_t$ ) with the condition stated below:

1. If the  $t_o \geq t_t$ , so  $H_a$  was accepted. It means there was any significant difference between two variables.
2. If the  $t_o \leq t_t$ , so  $H_a$  was refused. It means there was not any significant difference between two variables

At significant standard 5%, the value of  $t_t$  was 2,01. Then the value of  $t_o$  was compared to the value of  $t_t$  the value of  $t_o$  was 1.620. It means that  $H_a$  was accepted and  $H_o$  was rejected.

Based on the calculation above, it can be seen that the students who were taught by using Snowball throwing technique got better than those who were not. So, it can be concluded that there was a significantly different score on the students who were taught by using the Snowball throwing technique and those who were not at the eighth-grade students of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020.



## CONCLUSION

Based on the data described previously, there was any significant between the students who were taught Snowball throwing technique and who were not. The result research showed that the mean score of post-test from experimental class (78.00) was higher than control class (73.40). It had been found that comparison between the students score who were taught Snowball throwing technique and those were not was 1.620. This score was higher than  $t_t$  which was 2,01 at the level of significant 5% with  $db = 48$ . It means that  $H_a$  was accepted and  $H_o$  was rejected. In the other word, Snowball throwing technique was effective in teaching reading comprehension on recount text, because it had different significance score on reading comprehension on recount text between the students who were taught by using Snowball throwing technique and who were not on the eighth-grade students at SMPN 1 Babadan Ponorogo in academic year 2019/2020.

The future researchers who are interest in applying Snowball throwing technique should understand the steps. They should be able to guide the students systematically. The next researcher should be more creative and can study the research deeply and perfectly, so the teaching and learning process will be more effective and efficient. It is also expected that the result of this research can be used as a good reference in conducting similar research.

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