

THE EFFECT OF SNOWBALL THROWING TECHNIQUE IN TEACHING READING COMPREHENSION AT GRADE TENTH STUDENTS OF SMA SWASTA KAMPUS NOMMENSEN PEMATANG SIANTAR

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Abstract: *This study focuses on the technique of throwing snowballs in teaching reading comprehension at grade tenth students of SMA Swasta Kampus Nommensen Pematangsiantar in narrative text. there were problems which related on this research The problem of the students Students had low in reading comprehension, The students not familiar with the vocabulary in the text, and Students did not understand how to find out the main idea in the reading narrative text. whether this technique can improve the reading comprehension ability of he grade tenth at SMA Swasta kampus Nommensen Pematangsiantar campus. The snowball throwing technique can be used as a teaching tool for students to learn in teaching reading comprehension. Research Problem Formulation is, is There a More Significant Effect of Snowball Throwing Technique on Reading Comprehension at grade tenth Students of SMA Swasta Kampus Nommensen Pematangsiantar in Narrative Text? This study uses an experimental design, meaning that there are certain experiments that are applied to the population or sample. And the population of this study is four classes, namely students in the second year of 2022/2023 of SMA Swasta Kampus Nommensen Pematangsiantar. and the sample for the The researcher used a purposive sampling. There were 25 students in each classroom. The control group using (textbook) while the experimental group was taught using snowball throwing technique. In this researarch, Data analysis revealed that the post-test mean score for the experimental group was 80, whereas the control group's score was 59,68. The effect of applying snowball throwing technique more significant than the effect of textbook to the ability of grade tenth students of SMA Swasta Kampus Nommensen Pematangsiantar in narrative tex. This can be proven from the t-count of 2.21 and the t-table value is 2.011 at alphe 0.05 and $df = 48$ ($N_x + N_y - 2 = 25 + 25 - 2 = 48$). The t-test value is higher than the t-table value ($t\text{-test} > t\text{-table}$). Therefore, the alternative hypothesis (H_a) accepted and the null hypothesis (H_o) rejected.*

Keywords: *Snowball throwing technique, reading comprehension, narrative Text*

Abstrak: Penelitian ini berfokus pada teknik melempar bola salju dalam pembelajaran pemahaman membaca siswa kelas X SMA Swasta Kampus Nommensen Pematangsiantar dalam teks naratif. Ada masalah yang berkaitan dengan penelitian ini Masalah siswa Siswa memiliki pemahaman bacaan yang rendah, Siswa tidak terbiasa dengan kosakata dalam teks, dan Siswa tidak mengerti bagaimana menemukan ide utama dalam teks naratif bacaan. apakah teknik ini dapat meningkatkan kemampuan membaca pemahaman siswa kelas X SMA Swasta kampus Nommensen Pematangsiantar. Teknik lempar bola salju dapat digunakan sebagai sarana pengajaran bagi siswa untuk belajar dalam mengajar pemahaman bacaan. Rumusan Masalah Penelitian adalah, Adakah Pengaruh Yang Lebih Signifikan Teknik Snowball Throwing Terhadap Pemahaman Membaca Siswa Kelas X SMA Swasta Kampus Nommensen Pematangsiantar dalam Teks Narasi? Penelitian ini menggunakan desain eksperimen, artinya ada eksperimen tertentu yang diterapkan pada populasi atau sampel. Dan populasi penelitian ini adalah empat kelas yaitu siswa tahun kedua 2022/2023 SMA Swasta Kampus Nommensen Pematangsiantar. dan sampel untuk penelitian Peneliti menggunakan purposive sampling. Setiap kelas berjumlah 25 siswa. Kelompok kontrol menggunakan (buku ajar) sedangkan kelompok eksperimen diajar dengan teknik lempar bola salju. Dalam penelitian ini, Analisis data menunjukkan bahwa nilai rata-rata post-test untuk kelompok eksperimen adalah 80, sedangkan nilai kelompok kontrol adalah 59,68. Pengaruh penerapan teknik lempar bola salju lebih signifikan daripada pengaruh buku teks terhadap kemampuan siswa kelas X SMA Swasta Kampus Nommensen Pematangsiantar dalam teks naratif. Hal ini dapat dibuktikan dari t-hitung sebesar 2,21 dan nilai t-tabel sebesar 2,011 pada alphe 0,05 dan $df = 48$ ($N_x + N_y - 2 = 25 + 25 - 2 = 48$). Nilai uji-t lebih tinggi dari nilai t-tabel ($uji\text{-}t > t\text{-tabel}$). Oleh karena itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak.

Kata kunci: Teknik lempar bola salju, pemahaman bacaan, teks naratif

Introduction

Reading is a process that a reader goes through and uses to acquire a message that is being sent by a writer via the use of words so that it may be seen and recognized by the reader. Reading comprehension is the process of interpreting written material and glean the necessary information from it in the most time and effort-effective manner feasible. According to an initial research that was carried out while PPL was being carried out, the students did not grasp what the text was trying to say; hence, pupils should have reading comprehension. Therefore, instructing students in reading comprehension is extremely significant for them since it can increase students' reading skills not only in textbooks but also in other reading materials. This is because teaching reading comprehension may develop students' reading abilities. In order for students to have a solid comprehension of the material, teachers need to be able to adopt teaching methods that are both effective and enjoyable for their pupils. The researcher came to the conclusion that English instructors need an adequate method of teaching in order to increase student reading comprehension based on prior similar studies that were discussed above. It is important for teachers to have a solid understanding of the most effective strategies and methods that may assist pupils in comprehending what they are reading. It is important for teachers to be aware of high-quality reading material that may engage pupils and encourage them to read rapidly. Additionally, it may boost students' understanding after they have studied in the classroom. In this particular investigation, the researcher used a strategy including the hurling of snowballs in order to enhance student reading comprehension.

The average score of students' reading comprehension was low with a minimum achievement criteria (KKM) of 75, and students are not able to understand the meaning of the text because they are not familiar with the vocabulary in the text, and they do not understand how to find out the meaning of the text. Specifically, when researchers conducted when carrying out English teacher training, the researchers gave a preliminary test to determine students' difficulties in understanding English reading. The researchers found that the average score of students' reading comprehension was low, and the minimum achievement criteria In order to find solutions for such issues, the researcher used one of the instructional strategies available via cooperative learning called the Snowball Throwing Technique (henceforth STT).

This study focuses on the of the snowball throwing technique in learning to read and whether it can improve the reading comprehension ability of class students at grade tenth SMA Swasta kampus Nommensen Pematangsiantar. snowball throwing technique may be used as a teaching tool for students to learn in teaching reading comprehension. The Problem of the Research Is there the Effect of Snowball Throwing technique more significant in Reading Comprehension of grade ten Students of SMA Swasta Kampus Nommensen Pematangsiantar in

Narrative Text? According to Agus (2009: 128), the technique of snowball throwing games is characterized as being one of the active learning methods with the purpose of directing the attention of learners directly to the subject that is being delivered. Throwing snowballs helps solve the problem of classes being too large to provide students with many opportunities to apply their reading comprehension and encourages students to be more active in discussing the reading material they receive from their teachers. It also provides many advantages, creates and encourages the individual's insight into his comparative strengths and weaknesses so that ideas can be generated and shared.

Method

The quantitative research approach was applied in the study. The study employs an experimental design, which indicates that a specific experiment is applied to the population or sample. The purpose of experimental quantitative study is to determine the influence of the Snowball Throwing method for students in teaching reading comprehension, with the sample split into two groups: experimental and control. The experimental groups are those who get therapy using the Snowball Throwing method, whereas the control groups are those who receive a different treatment or are treated as normal, without the use of the Snowball Throwing technique.

The population is the students who are concerned with the scope and time frame specified by the researcher. So, in order to do this study, a population must be studied. And the population of this research four classes they are 2022/2023 second year students of SMA SW KAMPUS NOMMENSEN PEMATANGSIANTAR. The research is conducted at SMA Swasta Kampus Nommensen Pematangsiantar. The school is located in jl. Sangnawaluh no.4 siopat suhu Pematangsiantar.

Table 1. Research design

Class / Treatment Group	Teaching	After TreatmentTeaching
Class control (X 2)	conventional	post-test
Class experiment (X1)	Snowball Throwing technique	post-test

The data collection instrument was created in order to acquire the study's resolve. The instrument of data gathering tests was used in this study. The data gathering instrument is shown in the table below: (1) Test, the device used for data gathering testing Multiple-choice questionnaires were utilized to gather data for this study. It is utilized for both pre- and post-testing. Multiple-choice tests are one kind of test. The multiple-choice style may be used to words in a sentence context as well as words in whole texts. Each item on the exam has four possibilities (a, b, c, or d). Multiple Choice Question 30 requires students to cross one of four alternatives presented on the exam sheet to choose the right answer. (2) Validity and reability, a

test is useful if it is both valid and trustworthy. The validity and reliability of the test should be proven to assure its quality. Validity is a metric that offers an indicator of the amount of validity or validity in an instrument (Arikunto, 2006:168), while Reliability is an important characteristic of any good test, for it to be valid at all. Reliability refers to the consistency of the measurement. The data collection instrument was created in order to acquire the study's resolve. The data collection tool administers an essay exam to pupils. (1) Pre-test, Before the therapy or educational presentation, both classes (experimental group and control group) take the pre-test. The pre-test is used to estimate the pupils' reading comprehension based on their score. (2) Treatment, to explore the effects of teaching reading comprehension using a snowball tossing paradigm.(3)Post-test, a post test is used to assess the efficacy or reusability of an activity. Following therapy, a post-test will be conducted and assessed as final data for this study. The test is the same as the one given in the pre-test.

Quantitative data is a technique to analysis and count the data collected trough a test process consisted of pre-test and post – test.

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma Y^2}{[N1 + N2] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

Result and Discussions

1. Results

After doing study, collecting data, and calculating the data, the researcher drew conclusions from the generated data.

- a. Students in grade ten at SMA Swasta Kampus Nommensen pematang siantar may improve their reading comprehension of narrative texts with the use of a strategy using snowballs. In can be seen from the grouping of students' post-test scores in the experimental class for which the researcher used the snowball-throwing approach, as it enables students to answer questions based on the meaning of story, generic structure, and linguistic characteristic. By utilizing a snowball-throwing approach, students may improve their ability to concentrate on the story's core topic while reading.
- b. The impact of textbook approach is uninteresting and cannot develop students' reading comprehension ability to the level of grade ten SMA Swasta Kampus Nommensen Pematangsiantar narrative text comprehension. In may be determined by the post-test scores of students in the control class. The pupils received a poor grade since they are capable of answering the question.
- c. The use of the snowball-throwing approach has a greater impact on the narrative writing skills of grade ten pupils at SMA Swasta Kampus Nommensen Pematangsiantar than the texbook technique. It may be shown based on the fact that the t-observed value was 2,21 and the t-table values were 1,7 at alphe 0.05 and df= 48 ($Nx + Ny - 2 = 25+25-2 = 48$).

The t-test value was greater than the t-table value ($t\text{-test} > t\text{-table}$). The alternative hypothesis (H_a) was thus accepted whereas the null hypothesis (H_0) was rejected.

2. Discussion

The t-test yielded a value of 2.21, which exceeded the t-table, based on the computation of the preceding facts (1,7). Using hypothesis testing, it was determined that the alternative hypothesis is acceptable ($2,21 > 1,7$) This indicates that adopting the snowball tossing approach in reading comprehension has a considerable impact on children. It was shown via data that the experimental class scored higher than the control class. Based on the above description, the researcher determined that the snowball-throwing method is an intriguing strategy for instructors and students to use in the classroom.

1. The teacher is not the only source of information. Regarding the snowball-throwing method, every student is an expert and may serve as a teacher for the other pupils based on what they have learned. It implies that the teacher's function is that of a counselor. The specialist assists not only a supplier but also the instructor.
2. The simple-to-learn snowball-throwing technique is an efficient teaching method for teaching reading comprehension. Here, students do not need to read a lengthy text, even if the tale is constructed of lengthy text, since in the snowball-throwing approach, each group has its own question, which will allow them to respond to the question more quickly.
3. Learning revolves in interaction with peers, which implies that all students will trade knowledge. Therefore, in the edn of the learning process, students will get comprehensive knowledge even if they merely read the tale and answer each question.
4. Built interpersonal and active skills, snowball throwing method when the students work in groups, thus will lead the students to produce a fun, active, and share with others for completing their inquiry.

Conclusion

After collecting and analyzing the data presented in the previoys chapter,so the reseacher got some conclusion as follow;

1. The use of the snowball-throwing method may enhance pupils' reading comprehension skills to those of SMA tenth-grade students. Swasta Kampus Nommensen Pematangsiantar. It may be inferred from the post-test results of the experimental class utilizing the snowball-throwing approach, as it enables students to comprehend the meaning of narrative text, generic structure, and linguistic characteristic. Students may improve their ability to determine the primary concept of new words. They are able to enhance their critical thinking, problem-solving, and team-building skills.

2. The result of implementing textbook approach is uninteresting and cannot improve students' reading comprehension skills. It is possible to examine the post-test scores of students in control classes. The pupils received a poor grade since they were unable to answer the question and determine the major theme of each text.
3. The use of the snowball-throwing method has a greater impact on the capacity of tenth-grade pupils to toss snowballs than the use of textbooks as instructional medium.
4. The t observed value of 2,21 and the t table value of 2,011 at alpha 0.05 and df 48 (25+25-2) might be used to demonstrate this. The result of the t-test was greater than the value of the t-table. The alternative hypothesis (Ha) was thus accepted, whereas the null hypothesis was rejected.
5. Students who learn by tossing snowballs have more enjoyment, are more active, and are not bored when studying compared to those who use textbooks. The experimental class used a snowball-throwing method, whereas the control class utilized a textbook.

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