

## Applying Snowball Throwing Technique in Improving Students' Reading Comprehension at SMP Negeri 2 Tompaso

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### Abstract

*The purpose of this research is to improve students' reading comprehension through snowball throwing techniques at SMP Negeri 2 Tompaso. The students in the sample were all in first grade, and there were 22 of them. This is a quantitative study that used a pre-experimental design with one group pre-testing and post-testing. The instrument used in collecting data is a multiple-choice test. The result shows that the mean score of the students' pretest was 6.9 and the mean score of the posttest was 7.9. Thus, it can be concluded that the application of the softball throwing technique improved students' reading comprehension.*

**Keywords:** Reading comprehension, Snowball Throwing Technique

### Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa melalui teknik lempar bola salju di SMP Negeri 2 Tompaso. Siswa dalam sampel semuanya duduk di kelas satu dan berjumlah 22 orang. Penelitian ini merupakan penelitian kuantitatif yang menggunakan desain pre-experimental dengan one group pre-testing dan post-testing. Instrumen yang digunakan dalam mengumpulkan data adalah tes pilihan ganda. Hasil penelitian menunjukkan bahwa nilai rata-rata pretest siswa adalah 6,9 dan nilai rata-rata posttest adalah 7,9 Dengan demikian, dapat disimpulkan bahwa penerapan teknik lempar softball meningkatkan pemahaman membaca siswa.

**Kata kunci:** Pemahaman membaca, Teknik Snowball Throwing

## I. INTRODUCTION

English is an international language that has more to contribute in our lives, especially in education development, and has been widely used to share ideas, science, and technology through this worldwide.

Because English plays such an important role in Indonesia, the government has incorporated it into the school curriculum. (Strevans 1977: 64) says, "Reading is regarded as a skill of great importance in the learner because it provides him with access to a great quantity of further experience of language and it gives him a window to the normal means of containing his personal education." It means that with reading, the student can improve

his knowledge and skills, especially in language. Furthermore, the explicit teaching of reading strategies helps students become increasingly skilled at interpreting, understanding, and analyzing text. ([www.greece.k12.ny.us/academic.cfm](http://www.greece.k12.ny.us/academic.cfm).)

According to the definition above, in order to demonstrate reading comprehension, students must comprehend the writer's meaning or ideas. Reading is not a simple activity. It is more than just pronouncing words orally or changing the written code to the spoken one. ( <http://www.muskingum.edu/-cal/database/general/reading.html>. )

Reading is a skill that is important to develop in junior high school in order to develop effective methods in the educational system; it also refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignments, it may also affect one's interpretation of directions or questionnaires. Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach reading comprehension. The purpose of teaching reading in junior high school is to be able to fully understand the text.

There are various kinds of text, such as descriptive, narrative, recount, procedure, and anecdote. Descriptive text describes something to create an impression of a person, place, object, or event. In order to make the student fully understand the text, the teacher also has to use various kinds of strategies. A strategy is a plan, method, or series of activities designed to achieve a particular educational goal. J. R. David, 1976, in Manok (Skripsi 2010:2).

Because it still relies primarily on conventional, prescribed media such as textbooks, reader books, and reference books, or because the teacher only brings materials that are stated in the text book or guidance book, the teaching-learning process of English, particularly reading, appears to be a monotonous and boring activity in classrooms. Teaching English, especially in reading, has to provide and facilitate itself with effective and applicable teaching materials. They must have a potential way to solve the problems that arise during teaching reading.

The snowball throwing technique is one of the ways to solve this problem. This is a vocabulary technique that helps students enjoy learning and reduces anxiety about learning. Snowball throwing encourages students to be active in classroom speaking participation because this method contains rich communication where students must be active, it has a positive effect on the students' memory learning process, can be a good

medium for developing students' vocabulary, and will build the students' motivation in reading so that the reading class can be more meaningful and enjoyable. This technique is not difficult to apply. The role is very simple because teaching snowball throwing can be like playing a game.

## **II. REVIEW OF LITERATURE**

### **Reading**

Miller (1977: 7) defines "reading" as the process of communicating from one person to another via writing or printing. More concisely, the purpose of reading is to understand the ideas behind the words. Moreover, Finochiaro and Bonomo (1997: 119) define reading as "bringing meaning to and getting meaning from printed or written materials," which is similar to Miles 1975: 4 in Meity Sumolang (skripsi 2012: 05) as behind the words. Moreover, Finochiaro and Bonomo (1997: 119) define reading as "bringing meaning to and getting meaning from printed or written materials," which is similar to Miles 1975: 4 in Meity Sumolang (skripsi 2012: 05), who also points out that reading is decoding written words so that they can be produced orally. It is the ability to anticipate meaning in writing or print, not with the mechanical but with grasping ideas from groups of words that convey meaning.

Reading, as defined above, is a combination of word recognition and intellect combined with prior knowledge to comprehend the message communicated. Thus, it is merely an interaction between the reader and the writer mediated through the text.

Reading is one important skill that should be prioritized because it can be defined as a window of knowledge through which people can learn much information that they would not be able to learn through other skills such as listening, speaking, and writing. In reading, the reader will find the information more completely because he will find the reasons, examples, explanation, comments, notes, and summary to make sense of the main information.

In <http://www.muskingum.edu>, reading comprehension strategies are said to improve students' skills and positively impact many aspects of student performance, and in <http://en.wikipedia.org>, reading comprehension is defined as the level of understanding of a text or message that comes from the interaction between the words that are written and how their meaning triggers knowledge outside the text or message.

Spache and Spache (1969: 277-310) proposed four types of reading. They are:

1. Previewing

Previewing is the systematic and rapid examination of reading material such as a chapter in a book, a report, a newspaper article, or a source article.

2. Skimming

Skimming is actually a broadened previewing in which not only the main ideas but also some supporting details such as italicized novel, numbered sentences such as first, second, because, in addition, also, but, and the like are discovered.

3. Scanning

Scanning is a type of search that is used to quickly locate specific information in printed material without having to read the entire page, such as reading an index or finding a word.

4. Critical Reading

Critical reading is a process that involves the reader interacting with the material, resulting in a new or different point of view and an understanding of the author's ideas. In other words, critical reading is more than simply comprehending the facts; it also involves interpreting the author's point of view.

### **Reading Comprehension**

As Strevants states, reading is a means of extending students' knowledge in general and their achievement in particular (83:23). Thus, reading comprehension means understanding, evaluating, and utilizing information and ideas that are gained through an interaction between the reader and author. It is understood that comprehension signifies not only an understanding of the surface meaning of the text but also the recognition of the purpose and the main idea.

### **Teaching and Learning**

Many people think that teaching is easy; however, in fact, teaching is not as easy as people think. A teacher has to know all things that relate to her or his teaching as well as possible and has to be able to do his teaching so that students can understand and apply what is taught by the teacher.

Besides teaching, a teacher also has to know what actual learning means. According to Ambrose 2010:3 ([www.cidde.pitt.edu/publicationsrning](http://www.cidde.pitt.edu/publicationsrning) means. According to

Ambrose 2010:3 ([www.cidde.pitt.edu/publications](http://www.cidde.pitt.edu/publications)), there are three components to the definition of learning:

1. Learning is a process, not a product.

Exam scores or term papers are measures of learning, but they are not the process of learning itself.

2. Learning is a change in knowledge, beliefs, behaviors, or attitude.

This change requires time, particularly when one is dealing with changes to core beliefs, behaviors, and attitudes. Don't interpret a lack of change in your students' beliefs or attitudes immediately following a lesson as a lack of learning on their part, but instead consider that such a change will take time. Perhaps for a few weeks, until the end of the term, or even longer.

3. Learning is not something done to students, but something that students themselves do.

If you've ever carefully planned a lesson only to discover that your students simply didn't "get it," consider that your lesson should be designed to guide students through the process of their own learning as well as to impart knowledge.

According to the explanation above, learning and teaching are two interconnected components of education.

### **Snowball Throwing Technique**

According to Dean Satriawan (<http://www.wordpress.com/>), this technique is not difficult to apply. When the subject uses it, the role is very simple. It can be explained below:

1. giving the student one topic about the type of topic you will teach.
2. asking the student to stand up and, if necessary, play the music.
3. The teacher throws the ball to the first student.
4. The teacher shows the topic to the student while the music is playing. The first student throws the ball to the second student, and when the music stops, the last student who holds the ball must answer what the teacher shows. If the student cannot answer, the game will continue with the next student until anyone can answer correctly, and if all students cannot answer correctly, the teacher will explain what the topic is about. This situation can make students do three activities at the same time (reading, listening, and speaking).

5. The teacher explains and gives simple questions that relate to the topic.
6. The step continues until the teacher finishes the last topic.
7. This technique can help the players, or in this case, the student, increase their ability to memorize the vocabulary because they learn in an enjoyable way. The snowball throwing technique introduces real-world contexts into the classroom and improves students' ability to use English in a flexible communication manner. It can help students relax and enjoy their studies.

### **Theoretical Assumption**

Based on the explanation above, it is assumed that teaching reading with the snowball throwing technique is more effective because it increases students' ability to memorize vocabulary because they learn in a fun way, and this technique can bring real word context into the classroom, enhance students' ability to use English in a flexible communicative way, and make the learning process more appealing.

## **III. RESEARCH METHODOLOGY**

### **Research Design**

This study is quantitative, with a pre-experimental design and a one-group pretest and post-test design. The pre-test is the test that will be given to the students before treatment. A post-test is the test that would be given to the students after treatment or after teaching them to throw snowballs. This type of research was considered an appropriate tool to overcome students' problems in understanding the descriptive text.

According to Hatch and Farhady, the one-group pre- and post-test design is similar to the one-shot case study. Thus, there are two tests:

T1 represents the pretest, and T2 represents the posttest. X is to symbolize the treatment. This design can be seen in the following paradigm.

Table 1. Paradigm of Research

Pre-test	Treatment	Post-test
T1	X	T2

T1 is the pre-test to measure the mean of student achievement in reading comprehension for a single group before exposure to the new teaching technique. T2 is the post-test to measure the mean of the scores of the students' achievement in reading

comprehension for a single group after exposure to the snowball throwing technique as a new teaching technique.

### **Population and sample**

According to Gay (1981:86), the population is the group of interest to the researchers, the group for which she or he would like the result of the study to be generalized, while the sample is the number of individuals. Sampling is the process of selecting a number of individuals to represent the large group from which they are selected. Likewise, Best states that the sample is a small proportion selected for observation and analysis. A sample is derived from the population.

The population of the study is the students of SMP Negeri 2 Tompaso, while the sample is the first grade students, which consists of 22 students.

### **Research Instrument**

The test is the research instrument. pre-test and post-test The pre-test is the test that will be given to the students before treatment. A post-test is the test that would be given to the students after treatment or after teaching them to throw snowballs.

### **Data Collecting**

The data will be collected in the form of a number or score. about students' achievement in using reading comprehension through the snowball throwing technique.

### **Data Analysis**

In analyzing the data, the researcher will use the mean score formula:

$$X = \frac{\sum X}{N}$$

The data will be presented in a frequency distribution (F) computed from the mean score (X) and standard deviation (S) of each test, and all the tests will be presented in a frequency polygon.

#### IV. DATA ANALYSIS

##### Presentation of the Data

The information in Table 2 was gathered through pretest and posttest analysis. The data are presented below.

Table 2. Presentation of Data

No	Posttest	Pretest
1	7	6
2	7	6
3	8	7
4	8	7
5	7	7
6	7	6
7	9	8
8	9	8
9	8	7
10	8	6
11	9	8
12	8	6
13	8	6
14	6	5
15	8	7
16	7	7
17	6	6
18	10	9
19	8	7
20	8	7
21	10	9
22	7	7

The score distribution is presented in Table 3 below.

Table 3. Frequency Distribution of posttest score ( X )

Score	Tally	Frequency	Freq - %
10	II	2	10
9	III	4	20
8	IIII III	9	45
7	IIII I	6	30
6	I	1	5

From Table 2, the calculation of the posttest score indicates that of 22 students, two or 10% answered correctly, four students or 20% got nine, nine or 45% got eight, six or 30% got seven, and one or 5% got six. The highest number is ten, and the lowest is six.

Result of the computation of the pretest score indicates 22 students as sampling are presented in table 4 below.

Table 4. Frequency distribution of pretest score ( Y )

Score	Tally	Frequency	Freq - %
9	II	2	10%
8	III	3	15%
7	IIII IIII	9	45%
6	IIII II	7	35%
5	I	1	5%

From table 3, two or 10% got nine, three or 15% got eight, nine or 45% got seven, seven or 35% got seven, and one or 5% got five.

The next step is to compute the mean scores and standard deviation. It will be presented in Table 5.

Table 5. The Sum and Sum square of posttest scores

No	Posttest score	X <sup>2</sup>	Pretest score	Y <sup>2</sup>
1	7	9	6	36
2	7	49	6	36
3	8	64	7	49
4	8	64	7	49
5	7	49	7	49
6	7	49	6	36
7	9	81	8	64
8	9	81	8	64
9	8	64	7	49
10	8	64	6	36
11	9	81	8	64
12	8	64	6	36
13	8	64	6	36
14	6	36	5	25
15	8	64	7	49
16	7	49	7	49
17	6	36	6	36
18	10	100	9	81
19	8	64	7	49
20	8	64	7	49
21	10	100	9	81
22	7	49	7	49
N= 22	X = 173	X <sup>2</sup> = 1385	Y = 152	Y <sup>2</sup> = 1072

The mean score of the posttest, symbolize as X, was computed using the mean score formula.  $X = \frac{X}{n} = \frac{173}{22} = 7,9$

Standard deviation ( S ) was computed.

## **V. CONCLUSIONS**

The goal of this study is to improve students' reading comprehension at SMP Negeri 2 Tompaso by using snowball throwing techniques. There were 22 students in the sample, all of whom were in first grade. This is a quantitative study that used a pre-experimental design with pre- and post-testing in one group. A multiple-choice test was used to collect information. The results show that the students' pretest mean score was 6.9 and their posttest mean score was 7.9. As a result, it is possible to conclude that using the softball throwing technique improved students' reading comprehension.

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