

**THE EFFECT OF SNOWBALL THROWING TECHNIQUE ON STUDENTS'  
READING COMPREHENSION AT SMAN 2 KEDIRI**

**SKRIPSI**

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Entitled:

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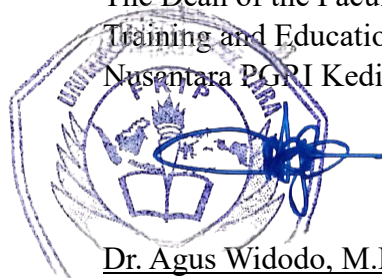
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2. This skripsi is entirely independent of my own efforts and does not include any plagiarism from others.
3. If someone proves this skripsi as an outcome of plagiarism, I would be willing to deal with all the legal repercussions that ensue.

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## MOTTO AND DEDICATION

### MOTTO:

*“It always seems impossible until it’s done.”*

- Nelson Mandela

### DEDICATION:

1. Allah SWT, who has been providing blessing and mercy while authoring this skripsi.
2. My magnificent father (Supriyadi) and my dearly beloved mother (Endang Suprapti), who constantly love, support, and wish me well so that I can complete on time.
3. All English Language Education Department lecturers who have always encouraged and motivated me to complete my skripsi.
4. Mr. Kalend Osen and all BEC teachers who always support and motivate me, thanks for all consideration during my study.

## ABSTRACT

**Luhung Badranuhdin:** The Effect of Snowball Throwing Technique on Students' Reading Comprehension at SMAN 2 Kediri, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Keywords: Snowball Throwing, Reading Comprehension, Teaching Reading.

Reading comprehension is the capacity to comprehend and peruse precisely in composed material. This incorporates information on the plan, reason, and setting of the text and the capacity to perceive and get a handle on key data. Reading comprehension is significant in training as well as in the working environment and day to day existence. In spite of this, there are a few issues that raise worries in this. The first and most essential problem is that students academically have a relatively lack knowledge of understanding the purpose and main concepts of English texts and have minimal knowledge of vocabulary, antonyms, and synonyms of words in the text. The goal of this research is to investigate the effect of snowball throwing technique on reading comprehension of 11th grade students in SMA Negeri 2 Kediri.

The research methodology used in this research was quantitative using pre-experimental technique. The procedure used for data collection is pre-test, treatment, and post-test. The research instruments through Pre-test and Post-test, Pre-test is conducted before the treatment and post-test is conducted after the treatment. The research population consisted of 431 students and the research sample consisted of 35 students using purposive sampling technique. The analysis used was a t-test calculated using SPSS version 20.

The outcomes showed that the mean score in the pre-test was 59.49 focuses, while the post-test arrived at 77.46 places. The post-test scores were higher than the pre-test, with a mean pre-test score of 59.49 and a mean post-test score of 77.46. The standard deviation of the pre-test was 15.114 and the standard deviation of the post-test was 11.110, with an importance (two-followed) worth of under 0.05 ( $<0.05$ ). Hence, one might say that the snowball throwing strategy altogether affected the perusing cognizance of eleventh grade understudies at SMAN 2 Kediri. In light of the discoveries, the scientists recommend that the snowball throwing procedure can be utilized by educators of other English language instructing subjects.

The researcher also developed many ideas as material for discussion. This method can help students improve their reading comprehension and read English correctly. As this is effective in solving students' English learning problems, English teachers can use snowball throwing to improve their reading comprehension.

The researcher suggests that future studies should use the snowball throwing technique not only in literacy learning, but also in learning any English language skill, and hope to continue the research by adding additional treatments. This will allow future researchers to incorporate new techniques and designs to improve the research.

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Praise and thankfulness are offered to Allah, God the Almighty, who has been bestowing blessings and mercies on the researcher, allowing him to successfully complete this skripsi as a partial completion of the Sarjana Degree criteria.

This research is entitled "The Effect of Snowball Throwing Technique on Students' Reading Comprehension at SMAN 2 Kediri". It is recognized that this skripsi still has numerous flaws, thus feedback and recommendations from many parties are eagerly anticipated.

On this occasion, the researcher wishes to convey his heartfelt thanks and admiration to:

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2. Dr. Agus Widodo, M.Pd, as the Dean of the Faculty of Teacher Training and Education UN PGRI Kediri.
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5. The English Education Department lecturers at the University of Nusantara PGRI Kediri have provided important expertise and practical experience.

6. Thank you to those parties who contributed significantly to the completion of this skripsi, but cannot be named individually.

Kediri, 12<sup>th</sup> July 2024  
Signed by,

A handwritten signature in black ink, consisting of a stylized 'L' and 'B' followed by a horizontal line with a small flourish at the end.

**LUHUNG BADRANUHDIN**  
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# CHAPTER I

## INTRODUCTION

In this chapter, background of the research background, identification of the problem, scope of the research, research questions, objective of the research, significant of the research, and action hypothesis are presented.

### **A. Background of the Research**

Reading is one of the English skills that can be used both in school and throughout life. People mostly read many kinds of literature, including newspapers, magazines, scientific books, etc., so reading is necessary in their daily lives. Reading helps people gain knowledge, information, and even problem-solving skills. As they say, the more we read, the wiser we become.

According to Harianto (2020:2), reading is the process by which readers obtain and comprehend the content that the author wishes to impart through words/written materials. Reading is also linked to thinking and other communication abilities including listening, speaking, and writing. According to Nunan (2005:69), Reading is the most important skill for learning English and other language-based topic classes, so ESL students must be proficient readers.

In addition, Rohmah and Khotimah (2020:5) stated that reading is the process of deriving meaning from the content expressed by the printed words. Reading is a quiet and personal activity in which the reader constructs meaning by combining text

ual information with prior knowledge. The meaning and content of the text should be easily understood by the reader. A significant increase and improvement in student's reading proficiency is evident.

Reading, along with other English language skills, is very important for the development of students' comprehension and helps the student to acquire other English skills. According to Elman and Oslund (2019), one of the most challenging human tasks is reading comprehension. On the other hand, reading comprehension is different from normal reading, so more comprehension is required (Herman et al.). 2020). Reading uses the eyes, but reading comprehension requires the heart. Students need to know how to read for academic and personal success. Therefore, if students can read and understand reading materials, teaching and learning will be more successful and effective.

In addition, reading comprehension is an important part of reading. Understanding is a complex process that includes components, processes and issues and aims to find better ways to improve among students. Gilakjani and Sabouri (2015) agreed and pointed out that reading is a set of cognitive activities that involve different aspects such as interpretation and word meaning, correct response and integration. This shows that reading comprehension is a process that helps you understand more deeply what you are reading. Students' academic progress depends on their understanding of what they are saying. This is why students need to know how to read.

In Indonesia, teaching English is hardly successful, particularly in terms of comprehension. Reading interest among students is far from sufficient. They think

that reading is the most boring activity, especially if the text is written in a language they do not know well. They also feel less connected to what they read because there are numerous types and contexts of reading material that are clearly distinct from their culture and background. Additionally, because of their limited vocabulary and grammar, it is challenging for them to comprehend and absorb the primary points or purpose of the material they read.

Nonetheless, Tiarma Intan (2017) discovered that there were numerous reasons contributing to students' difficulty in comprehending the book, ranging from reading proficiency to the students' inability to understand the context and extract information from the story. Although, from a class perspective, the points are:

- a) Students make noise.
- b) Students engage in inappropriate activities in class such as sleeping, chatting, writing, etc.
- c) Students did the work for other lessons.
- d) Students did not pay attention to the teacher's instructions.
- e) Students are not motivated.

Furthermore, other variables contributing to students' difficulty understanding the text include the teacher's style, the teacher's failure to engage the pupils, and reading being viewed as a tedious and unpleasant task. Because of the criteria indicated, such as the selection of a text that was not appropriate for students at a certain level.



These are serious problems that need to be addressed. If they don't correct their reading comprehension scores quickly, they may struggle in the next lesson. As a result, other texts are more difficult to understand. In addition, they cannot reach the minimum level of education. In this example, the teacher should consider a different method to reduce reading difficulties and increase comprehension.

To overcome these problems, teachers should choose the right way of learning books to improve the learning process. Snowball Throwing technique is one of the recommended cooperative learning methods for teaching reading comprehension. According to Ariati and Fouzia (2019), snowball throwing is an interactive teaching technique that emphasizes cooperation (communication). In addition, Hadrian (2018) suggests that snowball throwing is a teaching technique that allows students to read a text. Students are encouraged to learn general facts. Each group usually has a leader who leads the debate. Each group creates questions to ask the other groups.

Snowball Throwing is a learning technique that teaches students how to respond to other students' messages and forward those messages to their peers as a group. According to Gaffar et al. (2021), evaluations are designed to determine program implementation and objectives. This technique allows students to form positive relationships with teachers and other students. This technique also makes the learning process more interesting. As a result, it keeps students engaged and improves their reading comprehension.

Many researchers have previously studied the effectiveness of the snowball throwing technique for teaching reading. The first study conducted by

Styawati and Rizal (2017), found that students are encouraged to seek knowledge more often, and the group leader is dedicated to leading the group discussion. Each group formulates questions for other groups, they answer these questions and make decisions based on the answers. Andriani and Vahioni (2020) found that the snowball throwing can increase leadership skills, creativity, and collaboration.

Considering the benefits of using the snowball technique mentioned earlier, the researcher conducted a study titled "The Effect of Snowball Throwing Technique on Students' Reading Comprehension at SMAN 2 Kediri" to determine the impact of students' reading comprehension on descriptive texts and to stimulate their interest in learning English using the Snowball Throwing technique.

Meanwhile, Meanwhile, the researcher conducted pre-experimental research. The mismatch is caused by the researcher's selection of sample and population. SMAN 2 Kediri's second-level populace was employed. Previous studies were carried out at SMPN 1 Panga, MA ASSHIDDIQIYAH 3 Karawang, and SMAN 1 Kuala Stabat. These studies are important as a reference, particularly for English teachers, to help them decide the best teaching strategy for reading comprehension. It is also hoped that this research will yield the same results, identifying the Snowball Throwing Technique as the most effective technique for teaching reading comprehension.

## **B. Identification of the Problem**

Based on the following reasons, the main concerns for this research are:

1. Referring to high school English competency standard, despite the fact that students are expected to improve their comprehension of functional texts like descriptive texts in the context of everyday life, they are unable to comprehend functional texts.
2. Upper secondary school students are expected to have a clear understanding of the content of the texts used. Students often struggle with deeper understanding of texts, either because of the teacher's teaching strategy or because of the student's wrong learning strategy.
3. Lack of motivation for students to be enthusiastic and eager to read and fully understand the work texts.

Considering these issues, what should be considered is the development of a suitable method for students, because the teacher can create a good technique for teaching reading comprehension. The classroom and the activities in the plan create a new and diverse classroom atmosphere, make the learning process more interesting and the students understand the texts better.

## **C. Limitation of the Research**

The aim of this research was to measure the effectiveness of snowball throwing in reading comprehension and focus on the snowball throwing technique, an effective learning technique to help students increase their understanding of the reading comprehension. As a result, the pre-test and post-test in this research used the same items. So, the researcher did a pre-test before and after the snowball throwing treatment. In addition, in order to limit the scope of the discussion, only

35 of the eleventh-grade students at SMAN 2 Kediri in the academic year 2023/2024 using descriptive text in reading comprehension skills.

#### **D. Formulation of the Problem**

Based on the limitations of the issues identified, the analyst lists the issues to be investigated as follows:

1. How different are the 11th-grade students at SMA Negeri 2 Kediri's reading comprehension levels before and after they are taught with Snowball Throwing?
2. How far does Snowball Throwing effect the students' reading comprehension of the 11<sup>th</sup> grade students of SMA Negeri 2 Kediri?

#### **E. Purpose of the Research**

The objectives of the research are:

1. To compare the eleventh-grade students of SMA Negeri 2 Kediri's reading comprehension before and after using the Snowball Throwing Technique.
2. To determine how much Snowball Throwing improves reading comprehension among SMA Negeri 2 Kediri 11th graders.

#### **F. Significance of the Research**

1. For the students

The research is meant to increase their reading comprehension in a simple and enjoyable way. As a result, students can increase their reading comprehension skills. They understand the value of ability to read and can quickly determine the meaning of phrases.

2. For the English teachers

As enhancers for students, this can give knowledge on reading instruction strategies. Furthermore, it can determine what issues students face with reading comprehension.

### 3. For the researcher

The research's findings will most likely serve as references for individuals interested in doing similar research. They can integrate research, teacher competency development, and other learning methodologies.

## **G. Definition of Key Term**

### 1. Snowball Throwing

Snowball Throwing can be considered a snowball activity. In a snowball lesson, the snowball is a sheet of paper containing questions written by the students and thrown at them to answer. The snowball method is a learning concept that uses student solutions from peer exchanges (Zini 2008). According to Superjono (2011), the snowball technique is a powerful learning technique for students who need to pay attention to what is being taught.

### 2. Reading Comprehension

Snow (2002:11) explains that reading comprehension is a way of accessing literary language and creating meaning. In other words, comprehension is the difficult ability to extract the writer's meaning from the written words. The reader's mood should match the ideas expressed in the text. Many factors contribute to understanding, including reader perspectives, past experiences, reading habits and political opinions.

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