

# THE EFFECT OF SNOWBALL THROWING TECHNIQUE ON STUDENTS' READING COMPREHENSION AT SMAN 2 KEDIRI.docx

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

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## 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 ability to understand and study information carefully. It includes information on the design, concept and organization of a document and the ability to understand and manage key data. Reading comprehension is important in education and in the workplace and in everyday life. However, there are few things that can cause problems. The first problem and the main reason is that the students have little knowledge to comprehend the purpose and main concepts of English texts, they have little knowledge of words, phrases, vocabulary, and words. match for the words in the text. The purpose of this study was to examine the effect of the snowball throwing technique on the reading comprehension of grade 11th students at SMA Negeri 2 Kediri

The research method used in this study is measurement using pre-test method. The data collection method consisted of pre-test, treatment, and post-test. The research instrument is made by pre-test and post-test, pre-treatment test and post-treatment test. The research population consists of 431 students and the research sample consists of 35 students with purposive sampling method. The analysis used was the t-test calculated with SPSS version 20.

The outcomes presented that the mean score in the pre-test was 59.49 and the mean score in the post-test was 77.46. The results of the post-test were higher than the pre-test, the average score for the pre-test was 59.49, and the average for the post-test was 77.46. The standard deviation for the pre-test is 15.114 and the standard deviation for the post-test is 11.110 with significance (two tailed) below 0.05 ( $<0.05$ ). Therefore, it can be said that the strategy of snowball throwing most often affected the knowledge of grade 11th students at SMAN 2 Kediri. According to the findings, the researchers suggest that teachers can use the snowball throwing technique in other English language teaching programs.

The researcher has also created many ideas for discussion. This technique can help students improve their reading comprehension and read English correctly. Since it is effective in solving students' English language learning problems, English teachers can use the snowball throwing to improve comprehension.

The researcher suggests that future studies should use the snowball throwing technique not only to teach literacy, but to teach all English language skills as well, and it is hoped that this research will continue by adding in other treatments. This allows future researchers to think of new methods and designs to improve research.

## CHAPTER I

### INTRODUCTION

In this chapter, background of the research, 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 textual 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 <sup>16</sup> 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. Gilekjani and Sabouri (2015) agreed and pointed out <sup>10</sup> that reading is a set of cognitive activities that involve different aspects such as interpretation and word meaning, correct response and integration. This shows <sup>35</sup> 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 <sup>1</sup> 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, Tiarna Intan (2017) discovered that there were numerous reasons contributing to students' difficulty in comprehending the book, ranging from reading proficiency to <sup>4</sup> 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) <sup>44</sup> 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 <sup>28</sup> 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 strategy 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 <sup>9</sup> the learning process more interesting and the students understand the texts better.

### <sup>22</sup> C. Limitation of the Research

The aim of <sup>14</sup> 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 <sup>4</sup> help students increase their understanding of the reading comprehension. As a result, <sup>5</sup> the pre-test and post-test in this research used the same items. So, <sup>14</sup> 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 <sup>21</sup> 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.

## CHAPTER II

### LITERATURE REVIEW

The theoretical structure of this research and concept explanations are based on a literature review. This chapter covers the following topics: reading, comprehension, and snowball throwing techniques.

#### A. Theoretical Review

To perform this research, some hypotheses are needed to explain some of the concepts or terms utilized. The research also makes use of a few theoretical terms. The next part will offer a theoretical explanation of the issues and phrases mentioned.

##### 1. Concept of Reading

Reading plays an extremely significant part in human life. According to Ariati and Fauziah (2019), reading is the process of obtaining information communicated by an author. Furthermore, Meyla Mufida (2021) asserts that reading serves as the foundation for all elements of learning. As a result, in order to make the best possible progress in their learning, students must understand the content of what they read.

Furthermore, gaining information and knowledge from books, journals, articles, the internet, or other media demands reading ability. Reading, according to Harianto (2020:2), is a process carried out and employed by readers to obtain the message intended by the author to convey through words/written materials and to comprehend the meaning included in the written material.

Reading, according to Elin (2016), is a complex skill that takes a significant amount of time and practice to master. However, it is also frequently described as a participatory process in which comprehension is the outcome of a collaborative effort by the author and reader. According to Snow (2002), reading is the ability to extract meaning from a printed page and interpret it correctly. Absorbing and understanding information needs active brain activity.

Reading is also linked to thinking and other communication abilities including listening, speaking, and writing. Reading, among other English skills, is vital for the development of the learner's comprehension, which will help the learner master the other English skills. Reading is a receptive task in which the reader is presented with inputs, which limit decoding and comprehension processing (Kim, 2020). Thus, if students can read and comprehend the reading text, the teaching and learning process will be more successful and efficient.

Based on the preceding statement, it is possible to conclude that reading serves a variety of purposes and is determined by the reader's aim. Reading can sometimes be used to pass the time, such as while reading comic books, novels, or periodicals. People rarely examine the materials they've learnt. They also read to stay up to date on current events or to get information that will help them use a tool correctly.

On the other hand, it is apparent that the aim of reading influences the abilities needed or used. Skills involve not only the ability to acquire knowledge, but also the ability to process it. So reading is quite important because it allows people to gain more information, knowledge, and so on.

## 2. Aspect of Reading

According to Nuttall (2001), readers should master five reading elements in order to fully comprehend the text: core concept, specific information, reference, inference, and vocabulary. The following are the explanations.

### a. Main Idea

The main idea is known as the topic sentence, which is an overview of the theme of the paragraph. In some paragraphs, the main idea is not clearly defined in one sentence. On the other hand, readers have the right to think for themselves and make their own conclusions.

### b. Specific Information

Specific information and specific data create topic sentences through definition, picture, fact, comparison, relationship, cause and effect.

### c. Reference

References are words or phrases that appear before or after a reference in a bibliography. This means avoiding excessive repetition of words or phrases. It indicates that these words are used to direct the reader to find meaning elsewhere in the subject.

### d. Inference

Nuttall (2001) defined inference as an informed guess or prediction about something unknown based on available information and data. According to Suparman (2011), in order to understand the information expressed, the readers must have a good understanding of the language and the background knowledge of the topic being discussed. It takes thought to understand the ideas of the text.

#### e. Vocabulary

According to Machado (2012), the majority of students' vocabulary is related to their knowledge and ease of learning to read. Reading fluency and vocabulary are a strong and inseparable relationship.

### 3. <sup>4</sup> Concept of Reading Comprehension

The purpose of reading is to understand. Reading comprehension is understanding what is being read. <sup>3</sup> Reading comprehension is the ability to interpret written language, understanding that words have context and that text has meaning.

<sup>10</sup> According to Woolley (2011:15), reading comprehension is the process of extracting meaning from a text. As a result, reading comprehension involves gaining a general <sup>10</sup> understanding of what is explained in a text, rather than deriving meaning from individual words or sentences. Comprehension includes understanding words, seeing connections between words and concepts, organizing ideas, understanding the author's purpose, making inferences, and evaluating.

Comprehension is a special kind of mental activity. Readers find themselves generating inner meaning by interacting with what they read. A successful understanding requires a reader who understands the meaning. One can find specific information, solve problems by reading and try to understand the subject.

According to Wooley (2014: 215) <sup>3</sup> reading comprehension is a dynamic process in which readers generate meaning while analyzing content. It means understanding beyond reading aloud. It is also about building and <sup>9</sup> understanding the meaning of words, sentences and paragraphs and understanding the relationship between concepts. Therefore, students who read too much may not understand the

content of the chapter because the understanding, interpretation, evaluation and application of the information is between the writer and the reader. It seems that the writer and the reader can communicate. This indicates that you are trying to understand what the authors are saying.

From the points of view presented above, it can be concluded that reading comprehension is an active cognitive activity in which the reader tries to grasp the information presented by the author and understand the author's intention.

#### 4. The Levels of Reading Comprehension

Reading comprehension is classified into five levels: lexical comprehension, literal comprehension, interpretative comprehension, applied comprehension, and affective comprehension. Lexical comprehension occurs when the student understands the main words of the text. Literal understanding happens when a pupil can answer the questions "who, what, when, and where." If a learner can answer the questions "what if," "why," and "how," he or she demonstrates interpretative comprehension. If a student can relate the story to previous information or viewpoints, he or she has showed applied comprehension. Finally, children can achieve emotional knowledge by comprehending the social and emotional components of a work (Klinger, 2007). The levels of understanding are:

##### 1. Literal Comprehension

Teachers should make vocabulary suggestions before reading a story or text to help students with vocabulary comprehension. Teachers should also review new vocabulary before and after reading the story or text.



## 2. Literal Comprehension

Students must search the text for answers contained in the story in order to understand the book literally. <sup>3</sup> The beginning, middle and end of the story must all be covered by the teacher's questions.

## <sup>3</sup> 3. Interpretative Comprehension

Students at <sup>3</sup> this level need to understand the information <sup>3</sup> that is implied in the story. A message may be gleaned from the illustration.

## 4. Applied Comprehension

Teachers cannot ask simple questions at this level that students can answer with right or wrong. They must ask students to explain logical reasons for their answers.

## 5. Affective Comprehension

Teachers need to preview the social script at this level <sup>3</sup> to ensure <sup>3</sup> understanding of plot and character development. They also need to connect motifs <sup>3</sup> to plot and character development.

In this research, <sup>3</sup> the researcher refers to first and second level understanding, also known as lexical and literal comprehension. As a result, the goal of <sup>25</sup> this research is to increase <sup>3</sup> students' reading comprehension by helping them understand <sup>3</sup> the relevant terminology in the text and its meaning. Another purpose is to discover who, what, when, where, and how far they have progressed in answering the textual inquiries. Once pupils <sup>3</sup> understand the meaning of the words in the book, they will be able to comprehend the content and answer the text's questions.

## 5. Teaching Reading Comprehension

Reading comprehension can be defined as reading through the heart's eyes. Reading that is relevant to comprehension or understanding. People acquire information for reading when they understand the context of reading. It suggests that the fundamental purpose of reading is to comprehend or understand. Reading comprehension is crucial for students, so English teachers must make the reading learning process enjoyable and engaging for them. The English teacher <sup>4</sup> can make the learning process more enjoyable and fascinating by employing a suitable method for the students or class setting, as well as adopting engaging media to boost students' attention and interest in the learning process (Invantara, 2020).

Reading education seeks to develop students' reading comprehension skills, allowing them to understand English text more quickly and efficiently. Before interacting with the material, readers should have a clear aim in mind. As a result, effective reading is always goal-oriented. Harmer (2007) claimed that there are certain criteria for teaching reading. The first rule is that teachers should encourage their students to read as much as possible, as motivated students read more and have better reading comprehension. The second rule states that students must be interested in and encouraged to understand the subject matter of a reading work.

The next rule states that teachers must encourage students to inquire about their ideas on the text's message. Students must learn to read in order to obtain new information. Furthermore, students must understand the text's message in order to communicate their opinions and feelings to its subject. The fourth rule involves making predictions before reading. For example, students can estimate the content

of a book simply by looking at its cover, which can increase their interest in selecting a book to read.

The fifth rule is that teachers should give their students effective reading tasks, such as pre-, during-, and post-reading activities. They should also develop questions that are appropriate for the students' skill levels and the text's subject matter. The final rule is that a good teacher may blend a reading material into an interesting lesson by including phrases, words, and concepts that bring the book to life.

Based on the guidelines, it can be inferred that a competent teacher is one who can increase students' reading comprehension by inspiring them to read as much as they can and keeping them interested in the material.

#### 6. The Stages of Teaching Reading

The methodologies utilized by the students must be diverse from one another. There are a few methodologies in reading comprehension agreeing to Brown (2000:308):

a. Distinguish the reason in reading

Effective reading comprises of clearly recognizing the reason in reading a content. By distinguishing the reason in reading some time recently reading a content, the perusers know what they are searching for and can weed out potential diverting data.

b. Utilizing effective noiseless reading method

Quiet reading is fitting for middle of the road and advanced students. This technique leads the students to undertake inducing meaning from setting. This

technique can offer assistance learners to be productive perusers, reading speed is as a rule not much of an issue for all but the foremost progressed learners.

c. Skimming the content for fundamental thoughts

Skimming is a quick reading of a piece of content (such as a text, article, or chapter) for its essence. Skimming allows users to guess the reason for the entry, the most common topic or message, and any ideas it expresses or supports.

d. Check the content for particular data

Filtering is rapidly looking for a few specific piece or pieces of data in a content. Filtering may require students to search for a name or date, find the definition of a key word, or support the knowledge base. The reason for checking is to get specific data without reading all the information.

e. Use semantic mapping or cluster

Readers can be directly controlled by a variety of ideas and settings. The strategy of word mapping, or grouping ideas into important clusters, helps the user organize problems.

f. Figure

Readers try <sup>13</sup> to find the meaning of words when they are confused or do not know the meaning of the words, grammatical relations, discourse relations, social references, discourse and thought processes. The key to an effective idea is to create it correctly.

## 7. <sup>4</sup> Snowball Throwing Technique (STT)

Snowball refers to the process of kneading paper into a ball and is named for its purity. <sup>4</sup> Snowball Throwing is a cooperative learning technique. According to another expert cited in (Meilinda, 2018), <sup>2</sup> snowball throwing is a technique that involves students in teaching and learning. This method of teaching divides each student into two separate groups. Each group presented materials from the teachers. The information is similar to what teachers have given to their students.

This approach included the leadership of the students in the group as well as their ability to design and answer questions modified by a creative activity, such as work and throwing a snowball. This method can increase students' reading scores. Snowball Throwing is an easier strategy for students to take and analyze materials to prepare for questions and answers during teaching and learning (Indriani, 2019).

According to Ghani et al. (2017), <sup>26</sup> the snowball throwing focuses on immersing students in groups of work and creating opportunities for them to generate questions on the job or read texts selected by the teacher. As a result, students not only try to ask questions and talk, but also participate in physical activities, such as throwing paper to another student.

## 8. The Steps of Snowball Throwing Technique (STT)

Steps in the Snowball Throwing Technique (STT). The stages for applying <sup>2</sup> STT in the classroom are as follows: Suprijono (2011):

- 1) The teacher presents and expands the content.
- 2) The teacher divides students into groups and assigns each leader to discuss the lesson.

- 3) Each group leader reviews the content with their group.
- 4) Each student receives a worksheet to write one question concerning the topic delivered by the group leader.
- 5) Three questions are asked for each group, and the paper is wrapped into a ball and thrown from one group to another for around 2 minutes.
- 6) After receiving one ball (one question), students are given the opportunity to answer the question printed on paper.
- 7) Each group answers the question, and the group with the lowest score receives a penalty.
- 8) The teacher closes, and
- 9) Conduct the evaluation.

#### **9. Advantages and Disadvantages of the Snowball Throwing Technique**

##### a. Advantages

Istarani (2012:93) summarizes the benefits of the STT as follows:

- 1) Group leaders enhance leadership abilities by conveying messages to group members.
- 2) It fosters independence by assigning students to generate and deliver questions to others. Aside from that, each student is responsible for answering a question posed by one of her peers.
- 3) The activity encourages students' creativity by requiring them to generate questions and shape their papers into balls.
- 4) It fosters a collaborative learning environment by requiring students to work together to achieve assignments.

b. Disadvantages

As opposed to the positives listed above, Istarani (2012) highlights some of the downsides of STT as follows:

- 1) The Group leaders' explanations may not be as clear as the teacher's, leading to confusion among group members. This could be due to the group leader forgetting information or being unable to clearly explain the STT.
- 2) A few students may lack the ability to formulate appropriate queries.
- 3) If a question is unclear or confusing, a student may struggle to respond accurately after receiving it from a friend.
- 4) It might be challenging to assess whether learning objectives were met.

**B. Review of the Previous Research**

A number of researchers have already investigated the Snowball Throwing technique's practicality in teaching reading. In the current research, the researcher examines a few past studies that might serve as criteria for doing the present research and highlights how this research varies from previous studies.

Tiarama (2017) conducted a previous study titled 'The Effect of Snowball Throwing on Students' Reading Comprehension' using a quantitative research approach. This exam was conducted in class 11 at SMA Kampus FKIP Pematangsiantar and similar classes. The expert knows that the average (61.66) of the pre-test part is higher than the average (57.83) of the pre-test part. In addition, the mean (6.32) for the exploratory group was higher than the mean (6.21) for the reference group. The exploratory collection students had higher scores than the control group. In the study, the researcher found that (Ha) was confirmed and

indicated by the t-score value of 3.92 and the t-table value of 1.67. This shows that using the snowball method is appropriate for students' reading comprehension.

In the second study conducted by Ginting (2021) titled 'The Effect of Using Snowball Strategy and SQ4R Technique on Students Reading in SMA Negeri 1 Kuala Stabat'. This study was conducted using quantitative research method. The subjects in the study were Class XII students at SMAN 1 Kuala Stabat in the academic year 2020/2021, with the same grades. The classes were divided into three groups. Group 1 and group 2 were presented as exploratory groups, group 1 using the snowball method and group 2 using the SQ4R strategy. Although group 3 was presented as the standard group, with a conventional strategy. The results showed that the average score for exploration package 1 (the soccer throwing method) was 29.20 compared to the control group's 5.6. The significance was tested using the t-test. After estimating the t test it shows that the value of the reading (9.44) is greater than the value of the table (1.67155). The mean score for the 2 subscales (Item SQ4R) was 25.47 versus 5.6 for the control group. The significance was tested using the t-test. The follow-up estimate of the t-test shows that the respect for similarity (5.35) is higher than the table value (1.67155). The mean score for experimental group 1 (snow strategy) of 29.20 was higher than experimental group 2 (SQ4R technique) of 25.47. The invalid prediction was rejected and the selected prediction was confirmed. This shows that the reading presentation using snowball strategy and SQ4R is a good result that increases students' understanding, so students are more interested in learning English.



In the third previous study, Moslita (2022) titled "The effect of using the snowball method for improving students' understanding". The research method is a pre-experimental design. The researcher used a pre-treatment and post-test design. The statistical population for this study is all the students of SMPN 1 Pangat, there are 115 people. The researcher used non-probability sampling techniques and tested a class of 20 students in VII A. After the researcher conducted a pre-test and a post-test, the results showed that the post-test score was higher than the pre-test. In detail, the minimum pre-test score is 33.33, while the highest score is 81.38. Currently, the lowest post-test score is 53.33, while the highest score is 91.38. The highest score in the pre-test was 33.33, achieved by 5 students. While the highest score in the post-test was 73.33, achieved by 8 students. From this result, the researcher concluded that the soccer method can help students to improve their reading comprehension, especially for descriptive texts.

The following study by Fadilah (2023) titled "Implementing the snowball strategy to develop students' ability to understand the social role of reading text" was recognized as a qualitative study in participate in a classroom action research project. The success rate increases with each course, starting with the pre-test. Findings from both the checklist and the field notes show that the snowball kick was effective in helping children read descriptive text. Students who can ask and answer questions correctly will improve their understanding. In cycle 2, the confidence of students to express their thoughts and come to the reading materials, together with a good learning environment, will contribute to reading

comprehension. Reviewing all the results, the snowball strategy has a positive effect on English book comprehension.

In addition, the snowball throwing technique can create a fun learning environment that reflects student performance. While <sup>20</sup> in this study, the researcher also used the same method, that is, the snowball throwing method and the research method through experimental research. Then there is the difference between the population and the sample used by previous researchers. The population and location used in this study have not been studied by previous studies. So this problem with the level of speed is also different from previous problems. Also, research time varies.

### **C. Rationale**

According to the observations of the researchers in one of the classes of SMA Negeri 2 Kediri, the teaching method is less effective and the students are less interested. The question and answer method used may not be suitable for all students. This leads students to be inactive. Therefore, the researcher proposed to use the snowball throwing technique which focuses on cooperative learning which is necessary to stimulate students' confidence and improve students' understanding of read. So <sup>43</sup> it is hoped that all students will be able to achieve better reading comprehension.

#### D. Research Hypothesis

Based on the problem, there are two kinds of hypothesis:

##### 1. Null Hypothesis ( $H_0$ )

There is no significant difference in students' understanding between the teaching or not of snowball throwing in grade 11th at SMA Negeri 2 Kediri in the academic year 2023/2024.

##### 2. Alternative Hypothesis ( $H_a$ )

There is a significant difference in students' understanding between the teaching and non-use of the snowball throwing in grade 11th at SMA Negeri 2 Kediri in the academic year 2023/2024.

## 9 CHAPTER III

### RESEARCH METHOD

This chapter covers research design, research variables, population and sample, research instrument, data collection method and technique of data analysis.

#### A. Identification of the Research Variable

This research was conducted in one of the eleventh-grade of SMA N 2 Kediri, with 35 students. The designated class is a class that has weak reading comprehension. The reason why the researcher chose this class is that the effectiveness of the reading comprehension test before and after the treatment would be clearer.

Factors are characteristics of a person or organization such as; (a) can be measured or observed by the researcher, and (b) depends on the person or organization being investigated (Creswell 2008:151). In addition, Ari (2010:265) stated that exploratory research is the assessment of the operational effect of one variable on another variable. Control agents are called observational drugs or special agents. Variables that are observed and measured are called secondary variables.

Empirical studies assess the effect of systematic manipulation of one variable on other factors. Controlled objects are called experimental objects or free objects. Yes (2010:265). Characteristics that are measured and quantified are called secondary factors.

Based on this assumption, the research has two aspects, namely: the first independent variable related to the technique of snowball throwing and the dependent variable related to <sup>14</sup> the reading comprehension of the students.

### 1. Technique of the research

Before the experiment, <sup>40</sup> the researcher used an experimental approach with a one-group pre-test-post-test design. This is based on measuring <sup>6</sup> the effect of the snowball method on students' understanding of the reading and the title of the study. Ari (2010:265) explains that the purpose of the experiment <sup>1</sup> is to find the effect of a variable on other variables.

Ari et al. (2010:304) also planned to compare students' scores before and after the test to see if the new teaching method affected their scores. This study uses <sup>24</sup> a pre-test-post-test design. According to Ari et al. (2006: 320), the experimental <sup>1</sup> design is the measurement of each group and the combination of the experimental treatment in these serial measurements.

### 2. Approach of the research

Quantitative approach is the approach used by the researcher in this study. The quantitative approach presents the data and uses statistics to analyze the data. According to Ari et al. (2010: 22) <sup>3</sup> Quantitative research is the collection of numerical data using objective criteria <sup>1</sup> to analyze or test pre-specified hypotheses. The researcher used quantitative methods because they were easily used to determine if the treatment had an effect on the subject. Since statistical data was used for coding and data analysis, then <sup>1</sup> the findings were presented using

calculation and statistical analysis, the researcher followed a quantitative approach to this research.

### <sup>16</sup> 3. Place and Time of the Research

#### 1. Place of the Research

This research was conducted in class XI SMA Negeri 2 Kediri, which is located at Jalan Veteran No. 7, Mojoroto, District of Mojoroto, Kediri City, East Java Province, 64114. <sup>48</sup> The researcher decided to choose SMA Negeri 2 Kediri because the researcher had conducted an internship at this school. Another reason is because the researcher had observed the eleventh-grade students at SMA Negeri 2 Kediri who have difficulty in reading comprehension. The inability of the teacher to provide more engaging learning materials is a second issue that arises.

#### 2. Time of the Research

Determining the time was very certainly a very important thing to do, because the research process to be carried out must be properly organized and planned in several months, from September 2023 until March 2024 to arrange the proposal up to conduct the result of the research.

**7**  
**Table 3.1 Time of the Research**

No	Activity	Sept 2023				Oct 2023				Nov 2023				Dec 2023				Jan 2024				Feb 2024				Mar 2024			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposing the title and design	■																											
2	Arranging the research Chapter 1 Chapter 2 Chapter 3	■	■	■	■																								
3	Asking permission to the school <b>28</b>				■																								
4	Conducting the research: Pre-test Treatment Post-test				■	■	■	■	■																				
5	Collecting the data								■	■						■													
6	Analyzing data <b>7</b>																			■	■								
7	Writing the report of the research																							■	■	■	■	■	■

**B. Population and Sample of the Research**

**1. Population of the Research**

Before conducting research, researchers first determine the population and sample. Both have an important role in research, here is a brief definition of them from <sup>24</sup> Ary et.al (2010:148) stated a population is defined as all members of an incident or object. According to Arikunto (2013:173), Research is completely focused on the population. It suggests that the population differs from other groups due to at least one attribute. Supported by Creswell (2008:151) population is a group of people who are similar in some way. The researcher concludes that the population as a whole serves as the research subject for the research based on the description above. Therefore, population is an important component of all research. In this

research, the population consisted of all 431<sup>21</sup> eleventh-grade students attending SMA Negeri 2 Kota Kediri in the academic years 2023 and 2024.

<sup>3</sup>  
**Table 3.2 List of Population**

Class	Total	Class	Total <sup>36</sup>
XI 1	36	XI 7	36
XI 2	36	XI 8	36
XI 3	36	XI 9	36
XI 4	36	XI 10	36
XI 5	36	XI 11	36
XI 6	35	XI 12	36
<b>Total of Population: 431 students</b>			

## <sup>4</sup> 2. Samples of the Research

A sample is as a subset of a population. It implies that the sample is a set of data that represents only a piece of the whole study as defined by Ary et al. (2010). In other words, a good sample must accurately represent the population as a whole in order to generalization to be accurate. <sup>4</sup> A sample is a part of the population that the researcher chooses to research in order to get the results about the target population, according to Creswell (2008:152). Sampling is the process by which a researcher chooses a class of students to represent a sample in a <sup>20</sup> study. The researcher applied the purposive sampling method in this research. The sample for this research came from one <sup>1</sup> of the eleventh-grade classes at SMA Negeri 2 Kota Kediri.

The sample consists of 35 students from Class XI-6, who were considered to be pre-experimental and are instructed using the Snowball Throwing technique.



The English teacher proposed using class XI 6 with to conduct research, and because the students in this class were active and willing to give treatment to them.

### <sup>11</sup> C. Research Instrument

In this research, the researcher has used the experiment as a tool. When the individual is tested using the stimuli in the test to produce a valid response that can be used to calculate the score, Ari et al. This shows that the researcher's test is a numerical indicator of students' reading comprehension. Both pre-test and post-test sections are used.

According to Creswell (2012:158), instruments are tools that can measure, observe, or record quantitative and qualitative data. The use of this tool can be improved and enhanced only to determine the actions, to assess the ability of the individual, to observe the behavior, to create a profile of the person and or meeting someone. Valid data was collected by researchers using questionnaires and tests. To evaluate the validity of a test, you need to consider the very meaning of validity, namely the correct use of words and language.

To assess students' reading comprehension, 30 multiple-choice questions based on a text is the pre-test. Students who received the treatment also received a post-test, consisting of 30 multiple-choice questions, to see if their reading comprehension improved. By using these tests, the researcher can evaluate the knowledge of the students.

**Table 3.3 Multiple Choice Scoring System**

<b>Kind of Test</b>	Multiple Choice
<b>Item Number</b>	1 – 30
<b>Correct Answer</b>	1
<b>Wrong Answer</b>	0
<b>Maximum Score</b>	100

If the students answer correctly, they will get one point in each question. Otherwise, if the students choose the wrong answer, they can't get any point or zero point.

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total number of items}} \times 100$$

(Hafera, 2018:18)

#### D. Technique of Collecting the Data

Since this research is to find out the effect of snowball throwing in reading comprehension, the researcher used pre-test, pre-treatment and post-test to see the difference in the students' understanding before and after using Snowball Throwing technique.

##### 1. Pre-Test

In this phase, a test was performed before the experimental treatment or before the training using the snowball throwing. An explanatory text worksheet containing 30 multiple-choice questions that require students to analyze the general structure and functions of language.

## 2. Treatment

In this part of the session, the researcher taught comprehension using the snowball throwing. The treatment was carried out twice in November 2023. Materials In the first treatment, an article called "Rotterdam Castle" was used, which was also used for the experiment. In the second treatment, an explanatory text called "The Borobudur Temple and Taj Mahal" was also used to introduce the historical sites to the students.

## 3. Post-Test

After the end of the treatment, the participants were taken to the post-test, after the experimental treatment, or after the training with the snowball throwing. An explanatory text worksheet contains 30 multiple-choice questions that require students to analyze the general structure and functions of language features.

## E. Technique of Data Analysis

Quantitative analysis involves measuring research data collected from pre-tests and post-tests and converting them into easy-to-understand information. In analyzing the research data, the researcher used IBM SPSS version 20 software to perform t-test. T-test is a statistical method used to compare the mean of survey data from two groups (Creswell, 2012). Because in this study a pre-test and post-test design was used for the same group. Therefore, the researcher compared the pre-test and post-test means of the students using a paired t-test. Before analyzing the data, the researcher adjusted the students' scores before and after the test. The pre- and post-test results were entered and calculated using IBM SPSS version 20. The researchers also used the SPSS paired-t-test to analyze the data. The two-sample

statistic, the two-sample correlation and the two-sample test are three statistics that are based on the output of SPSS version 20. Through this test, the researcher can determine whether the dependent variable affects, understand the meaning or not. Independent index, snowball throwing <sup>29</sup> technique.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher shows the finding of the research by discussing the improvement of the students' reading comprehension by using Snowball Throwing Technique. Those are: a) Description of variable data, b) Data analysis, c) Interpretation of the result of the data analysis, d) Hypothesis testing, and e) Discussion.

#### A. Description of Variable Data

The researcher offers the explanation of variable data to display the clear conclusion of this investigation. The following is a description of variable data:

##### 1. The Description of Students' Reading Comprehension before being Taught Using Snowball Throwing

Based on standard minimum competence of mastery learning for English subject at SMAN 2 Kediri is 75. If a student obtains a score 75 or more than 75, they have passed the pre-test. However, if a student obtains a score less than 75, the student is deemed not to pass the pre-test. So, the researcher conducted the pre-test on 26<sup>th</sup> October 2023 in XI 6. the results of the pre-test are shown in the table below.

**Table 4.1**

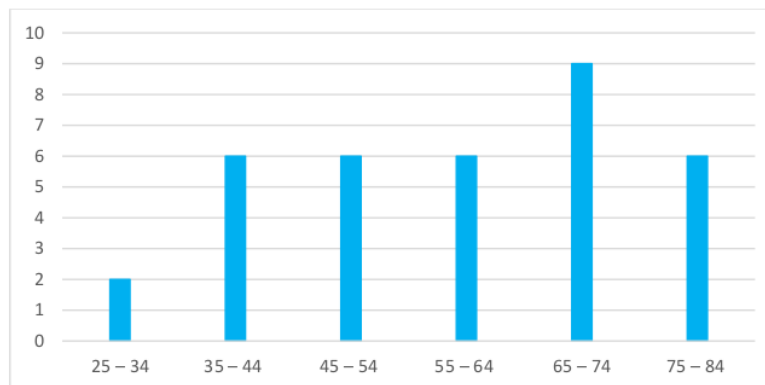
**The Frequency Score of Pre-test**

No	Class Limit	Class Boundaries	Mid. Point	Frequency	Percent
1	25 – 34	24,5 – 34,5	29,5	2	6%
2	35 – 44	34,5 – 44,5	39,5	6	17%
3	45 – 54	44,5 – 54,5	49,5	6	17%
4	55 – 64	54,5 – 64,5	59,5	6	17%
5	65 – 74	64,5 – 74,5	69,5	9	26%
6	75 – 84	74,5 – 84,5	79,5	6	17%
8				35	100%

As shown on the table above that more than a half students get scores below standard of minimum competence of mastery learning. The researcher concluded, based on these findings, that students lacked vocabulary knowledge, difficulty comprehending English texts, and comprehension of the text's main idea or purpose. The diagram frequency of pre-test score in the table below can show clearly and the complete data of pre-test can be seen in appendix 1.

**Chart 4.1**

**Diagram Frequency of Pre-test**



## 2. Teaching Reading Comprehension Using Snowball Throwing

The researcher determined two phases for the treatment and after the test before the treatment was administered. In the treatment, the researcher used the text as a topic. For the first part of XI 6, the treatment was conducted <sup>1</sup> in the first week of November 2023. The second part, the treatment was conducted on November 9, 2023. The researcher taught the reading comprehension of the explanatory text using the snowball throwing.

In the first phase, the researcher started the study process by explaining descriptive <sup>1</sup> text. First, the researcher invited the students and divided the students into several groups. Next, the researcher called on each group leader to explain the general structure and linguistic features of the photo essay. The researcher also shared a text that was discussed.

After the researcher explained the information and distributed the materials, <sup>2</sup> each group leader went back to his group and explained the information to his group. Students must analyze the text and find the context and linguistic features of the text. <sup>12</sup> Each student was given a piece of paper to write three questions about what was explained based on the group leader's notes.

After the students finished asking questions, the researcher laid out the rules and asked the students to turn the paper into a ball. The researcher asked one student of the group to throw a paper ball at the students of the other groups and count from one to five. Then each group received the ball from the other groups that contained the questions, he had a <sup>2</sup> chance to answer the question written on the paper. Each group had a chance to answer this question. The team that gave the wrong answer

and got the lowest score was penalized. Finally, the researcher makes the decision that the evaluation will be made.

In the second reading phase, discussing the text that was not done in the first reading. The scientist thanked him and began to study. As a first treatment, students were divided into groups by the researcher. The <sup>1</sup> students were given the text and asked <sup>9</sup> to read it together and analyze it. Students were asked three questions about the <sup>9</sup> main idea, the theme of the text, the conclusions of the text and the similar meanings of the words.

After asking <sup>9</sup> the question, the researcher asked the students to throw the ball paper at others. Who to answer the question was not successful in previous treatment. Students in each group had a chance to answer the questions. The researcher and the students decide on a summary.

After the treatment, the teacher <sup>1</sup> asked the students about the difficulty in understanding the material, reviews the lesson learned in the session, and then says goodbye and thanks.



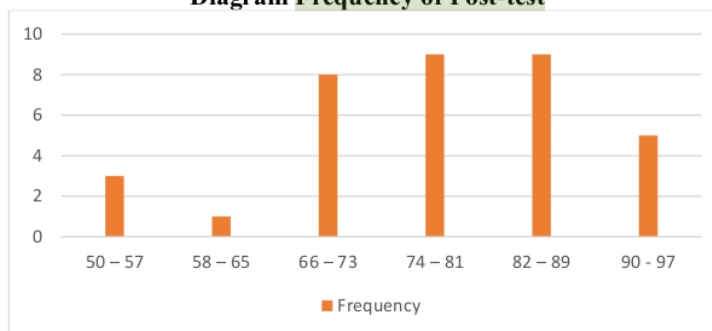
### 3. The Description of the Students' Reading Comprehension after Being Taught by Using Snowball Throwing

**Table 4.2**  
**The Frequency Score of Post-test**

No	Class Limit	Class Boundaries	Mid. Point	Frequency	Percent
1	50 – 57	49,5 – 57,5	54	3	9%
2	58 – 65	57,5 – 65,5	61,5	1	3%
3	66 – 73	65,5 – 73,5	69,5	8	23%
4	74 – 81	73,5 – 81,5	77,5	9	26%
5	82 – 89	81,5 – 89,5	85,5	9	26%
6	90 - 97	89,5 – 97,5	93,5	5	14%
9				35	100%

The researcher analyzed the scores of the students' post-test results. In the table frequency, the results of the analysis in the table above indicate that more than half of the total number of students in class XI-6, or the equivalent of 66%, got a score more than 75. On the other hand, there were 15 students or 34% of the 35 students who got a score less than 75. Even though, those students still got less than 75, mostly the students got better scores. Therefore, it can be concluded that a greater number of students achieved a score above 75 on the post-test.

**Chart 4.2**  
**Diagram Frequency of Post-test**



#### 4. Different Score of Pre-test and Post-test

In this section, the researcher demonstrated how the difference in score between the pre- and post-test can assist in determining whether or not the Snowball Throwing Technique has any effect. The difference in scores between the pre-test and the post-test is shown in the chart below:

**Chart 4.3**  
Different Scores between Pre-test and Post-test



The graph above demonstrates that pre- and post-test scores were distinct. The majority of students score higher on the post-test than they did on the pre-test. Thus, during the academic year 2023/24, the Snowball Throwing technique had an impact on the teaching of reading comprehension to eleventh-grade students at SMA Negeri 2 Kota Kediri.

Using SPSS version 20, the results of the students' pre- and post-test scores were also discovered. Paired Sample Test, Paired Sample Correlation, and Paired Sample Statistic are all derived from SPSS calculations.

## B. The Data Analysis

After getting the scores from both <sup>1</sup> the pre-test and the post-test, the researcher looked at the data. In this section, the researcher demonstrates how to interpret the results, process data, and pre- and post-test scores of students' reading comprehension before and after using the Snowball Throwing Technique. Determining the findings of this research, data analysis must be presented and explained. In this term, data analysis comprises of the data analysis technique, data analysis outcomes, and data analysis interpretation.

### 1. Procedure of Data Analysis

This section aims to answer the research question whether the <sup>2</sup> Snowball Throwing technique affects reading comprehension in second grade students of SMA Negeri 2 Kota Kediri or not. Before analyzing the data, the researcher corrected students' result before and after the test to determine the scores. Then, at that point, SPSS variant 20 is utilized to enter and compute <sup>1</sup> the pre-test and post-test results. Moreover, the analysts dissected the information utilizing SPSS matched example t-test. The result information introduced depends on estimations in SPSS rendition 20, in structure: <sup>1</sup> Paired sample statistic, paired sample correlation, and paired sample test.

### 2. The Result of Data Analysis

<sup>22</sup> The researcher gives the consequences of the students' pre-test and post-test scores involving SPSS variant 20 in this term. The accompanying information yields depend on SPSS estimation: <sup>5</sup> Paired Sample Statistic, Paired Sample Correlation, and Paired Sample Test.

## a. Mean

Table 4.3

## The mean score of pre-test and post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	59.49	35	15.114	2.555
	posttest	77.46	35	11.110	1.878

In view of the paired sample test measurements table above, it was resolved that the mean score of the pre-test is 59.49, with standard deviation 15.114. The mean post-test score is 77.46, with a standard deviation 11.110. Each test contains a sum of 35 members (N).

## b. Correlation

Table 4.4

## The correlation score of pre-test and post-test

		N	Correlation	Sig.
Pair 1	pretest & posttest	35	.677	.000

According to the paired sample correlation table above, the connection effect of the information when being shown Snowball Throwing technique is 677, with a critical 000.

## a. T-test

**Table 4.5****Paired Samples Test**

		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)	
				Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper				
Pair 1	pretest - posttest	-17.971	11.161	1.886	-21.805	-14.138	-9.526	34	.000

In view of the paired sample <sup>1</sup> test table over, the mean contrast between pre-test and post-test is 17.971 and standard deviation mistake 1.886. The t-score is -9.526 with the level of opportunity 34 and importance (2-followed)  $0,000 < 0,005$ . It shows that there is a connection or impact between students' reading understanding when being instructed by utilizing Snowball Throwing technique.

<sup>32</sup>  
**C. Interpretation of the Data Analysis**

The researcher got information on the students' reading comprehension when being educated by utilizing Snowball Throwing technique through dissecting information from SPSS rendition 20 and looking at both. As per <sup>33</sup> table above, it shows that the mean of post-test is higher than pre-test. It implies that students' reading appreciation prior to being educated by utilizing Snowball Throwing method was low.

In pre-test, the students were difficult to determine the main idea, social function, explicit or implicit message <sup>3</sup> of the text. Then, in the post-test students were able to get more correct answer which means they had improved to identify social function, main idea, explicit or implicit message of the text. <sup>5</sup> It is supported

by the result of the data analysis in table 4.6 that the value of significance (2-tailed) <sup>11</sup>  $0,000 < 0,005$ . It can be concluded that there is significance effect in students' reading comprehension.

#### D. Hypothesis Testing

The researcher established that Snowball Throwing method <sup>1</sup> has significance for the reading appreciation of the 2nd grade students at SMA Negeri 2 Kota Kediri in the scholastic year 2023/2024 in view of the speculation and information recently assessed. This is upheld by pre-test and post-test discoveries, <sup>1</sup> which uncover that the post-test score is more noteworthy than the past test result with a worth of 2082, while the whole pre-test score is 2711. The learning result increment because of this clarification.

In light of <sup>1</sup> the Paired Sample test, the information gathered from Sig. (2-followed) <sup>1</sup>  $0,000 < 0,005$  shows that the treatment gave is powerful in assisting students with improving their understanding comprehension.

#### E. Discussion

In light of the aftereffects of the information examination led by the analyst, it very well may be presumed that students' reading comprehension prior to being educated by utilizing Snowball Throwing strategy was low. Contrarily, students' reading understanding subsequent to being instructed by utilizing Snowball Throwing procedure expanded, and there was a massive impact of the Snowball Throwing strategy <sup>1</sup> on students' understanding comprehension. Students' reading comprehension scores further developed after Snowball Throwing strategy was applied in growing experience. This can be exhibited by expanding every marker

(social capability, principal thought, unequivocal data, understood data, reference, equivalent, antonym words, or assurance). The rates for every measurement <sup>1</sup> in the post-test are likewise higher than those in the pre-test.

The researcher also agreed that by learning how to use snowball technique, <sup>4</sup> the students will understand the information explained by the teacher and the students' knowledge will increase. The snowball technique allows students to have more active discussions where students can discuss, formulate ideas, gather information and share activities to understand.

This result supports the previous research of Ghani and Yusuf (2017), the snowball technique focuses on putting students in working groups and letting them ask more questions based on activities or reading material provided by the teacher. Not only did it <sup>8</sup> help the students to understand the reading material, but the author also found that learning to read using the snowball technique help students to generate questions, students can answer questions given to students from other groups. They can generate and answer questions that are separate from the discussion process.

It also supports Ginting, et.al. (2021) compared to traditional learning, which is one-sided, teacher-directed learning, the snowball method is better used to improve students' understanding. He also compared the snowball technique to the SQ4R method for teaching reading comprehension. The following study showed that the snowball trhowing generally affects students' reading comprehension of the SQ4R method.

This time, the researcher found that snowball throwing technique increased leadership skills, creativity and teamwork. This result is similar to Andriani & Wahyuni (2020) who found that the snowball technique can improve the leadership skills, creativity and work skills of students. The authors also found that group leaders can lead and carry out communication activities, and that group leaders are able to influence and influence group members to better understand each other. Students' creativity can be seen when they create questions to ask other groups. Students think for themselves, express their ideas and come up with good questions.

Since learning is focused on discussion activities, these activities can create positive relationships between each student in the class and build relationships between students and teachers. They inspire each other and encourage students to engage in learning. These results also support Richards and Bolke (2011), snowball throwing technique will create a good relationship between teachers, students and students, which will provide a better opportunity for more effective English learning.

Furthermore, the impediments of this examination are that trials and Snowball Throwing are utilized in understanding comprehension, and there is still example space for additional exploration to investigate and apply Snowball Throwing technique to other language abilities with other exploration techniques or blended strategies.

Snowball Throwing <sup>1</sup> technique is reasonable and prescribed to be executed at secondary school level. This technique can likewise be an elective method for educators to change the strategy in showing reading to further develop collaboration between students in understanding comprehension. Moreover, on the grounds that



it can help students in further developing their understanding comprehension, this training likewise upholds SLA hypothesis.

## 27 CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter, the researcher shows the conclusion, implication, and suggestion of the research. Those are obtained based on the research.

#### A. Conclusion

The present research utilized the Snowball Throwing technique to further develop understanding comprehension. It was completed as a pre-exploratory review, with pre-test, treatment, and post-test. Measurable assessment of the information utilizing SPSS uncovered that the mean score of the post-test was more noteworthy than the mean score of the pre-test. The pre-test mean score was 59.49, while the eventual outcome was 77.46. Most students can answer inquiries concerning reading understanding pointers, for example, distinguishing social capability, distinguishing primary thought, perceiving reference significance, characterizing equivalent and antonym, and recognizing understood and unequivocal information. The treatment given was valuable in further developing understudies' reading comprehension in class. Thus, there was a significant distinction in reading comprehension accomplishment among when educating with the Snowball Throwing technique.

In addition, the results of the paired sample T-test showed that the critical value was not at a significant level. It was said that the alternative hypothesis (Ha) was confirmed, but the null hypothesis (H0) was rejected. Also, it shows that there is a big difference in the success of the light when the method of snowball throwing is shown. The researcher further explained that the snowball

technique is effective in helping <sup>1</sup> the reading comprehension of grade 11th students at SMA Negeri 2 Kota Kediri in the academic year 2023/2024.

## **B. Implication**

The researcher had done the experiment in which Snowball Throwing used as the technique in teaching process. There are some implications which are in the theoretical and practical.

### **1. Theoretical Implication**

According to Meilinda (2018), snowball throwing is a technique in which students participate in teaching and learning activities, and <sup>42</sup> the teacher divides the students into small groups. Each group presents the teacher's comments. Thus, this approach involved leadership and group ability to design and answer questions that were modified by creative games, such as work and throwing a snowball. Following the above concept, using the snowball throwing will help students understand the text. Furthermore, when this technique is used in the classroom, it helps students become more confident and familiar with reading material.

Furthermore, after learning this Snowball Throwing technique, students will be more interested and less likely to become bored when confronted with extended content or texts. Consequently, this hypothesis has been upheld by the discoveries of this research, which <sup>1</sup> show that there are contrasts in the consequences of the pre-test and post-test led by the analyst, and the students are demonstrated to have the option to further develop their perusing understanding abilities subsequent to being shown the Snowball Throwing technique.

## 2. Practical Implication

Applying Utilizing the Snowball Throwing technique to teach reading comprehension enhances students' comprehension. This technique consists of nine steps: delivering and extending material, dividing groups, calling the <sup>2</sup> leader of the groups to explain the material, giving students the worksheet for writing the questions, rolling the paper into a ball and throwing it to the other groups, giving students the chance to answer the question from the paper, giving students the turn to present their answer, concluding the material, and evaluating. The Snowball Throwing technique shows the students how to speak with each other to improve and convey thoughts, academic execution, resilience of others, and time usage abilities, as well as how to really focus on others while making them mindful of their limits and the distinction among understudies and getting.

### C. Suggestion

#### a. For students

In reading, practicing and being diligent are the most important thing to do. expanding vocabularies and getting used to read more texts can reduce the misunderstanding of the text. So, students will get more information and be smarter. However, students should continuously focus on the teachers' explanation.

#### b. For the teacher

According to the results of this research, <sup>5</sup> it is suggested that the English teacher should use snowball throwing technique in reading and teaching materials such as: students should work in groups, provide reading material. Students add glossaries to each reading text, which helps students better understand the content.

Another thought for the English teacher is that in order to teach reading effectively, English teachers must be creative to find interesting and appropriate methods.

c. For researcher

For further researcher, the researcher proposed utilizing Snowball Tossing Procedure getting the hang of reading as well as in a wide range of abilities in English and different dialects. They should direct the exploration by giving greater treatment. In this way, the future analyst can utilize different abilities and plans to make their studies completer and more compatible.

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