



Promoting Snowball Throwing Technique in Teaching Reading Comprehension

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ABSTRACT

The aim of this study is to describe the implementation of snowball throwing technique. The study used a qualitative research method based on Classroom Action Research. The subjects of this study were a teacher and eleventh-grade pupils of SMAN 2 Kediri. The data collection used observation and interview. The researchers used three concurrent flows of activities to analyze the data, namely data reduction, data display, and data verification or conclusion. The result of this present study showed that during teaching reading comprehension the teacher implemented three stages consisting of pre-teaching, while teaching, and post teaching which was written in lesson plan. This increased pupils' participation in discussions. Pupils seemed to enjoy the teaching-learning process more. This data is supported by pupils' responses, which indicate that they use the snowball throwing technique to enjoy learning reading comprehension. Based on the research results, the snowball throwing technique can promote pupils' understanding of descriptive texts and allow them to actively participate in reading learning. From the above results, it can be concluded that the snowball throwing technique can be used effectively in teaching reading comprehension.



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1. INTRODUCTION

Reading is the process of obtaining information communicated by a writer. According to Khoiriyah (2015), reading facilitates communication between writer and reader by sharing textual knowledge. Meyla Mufida (2021) emphasizes the importance of reading as a foundation for learning. As a result, pupils must comprehend the substance of the reading in order for learning to be most effective. As stated by Khoiriyah et al. (2021), pupils must comprehend texts in order to gain the message that the researcher intended to convey, as well as answer the questions provided. Reading Comprehension requires readers to comprehend the substance of the reading. According to Oakhill et al. (2015), reading comprehension is crucial for both academic and professional success.

When learning to read English, pupils face a number of challenges, including the need for assistance in understanding reading texts and expanding their vocabulary. Meanwhile, Siahaan et al., (2022) state that when pupils engage in reading activities, they have poor reading comprehension, are unfamiliar with the vocabulary in the text, and do not understand how to locate the main ideas in narrative reading texts. This problem stems from pupils' lack of reading motivation. According to Ariati and Fauziah (2019), this issue arises because pupils require more vocabulary, are hesitant to read, and are accustomed to reading printed content. To address the issues that arise, the author employs a group-based tactic, specifically snowball throwing, as a means of teaching reading.

According to Ariati and Fauziah (2019), Snowball Throwing is a cooperative reading teaching technique that emphasizes group activity (discussion). Furthermore, Hadrian (2018), as referenced in Ariati & Fauziah (2019), claims that Snowball Throwing is a teaching approach that can improve pupils' attention to reading texts. Pupils are encouraged to seek broad information; often, a leader is chosen to oversee the conversation in each group. Then, each group develops questions to throw at the other groups.

Apsari et al. (2019) describe seven stages of using the Snowball Throwing technique to learn: (1) The teacher develops instructional materials; (2) the instructor organizes groups. The teacher then offers orders to each group leader, including the study material. (3) Each presiding officer re-explains the content to each group and leads a discussion with them; (4) create questions. Each group creates questions based on the studied content, and (5) throws a ball with one question. The questions are then divided into rounds and thrown to other groups, (6) who answer them. Each group can respond to questions from other groups and evaluate their learning (7). According to Gaffar et al. (2021), evaluation activities are designed to determine the program's implementation and the goals that have been established. The Snowball Throwing Technique fosters excellent interactions among pupils, teachers, and fellow pupils. Furthermore, it improves opportunities to learn English more successfully Richards & Bohlke., (2011).

One of the requirements of a professional teacher is the ability to be creative and original in the use of learning material with pupils. Gaffar et al., (2021) illustrate this by using the teacher's analogy of a cook. A cook must be able to combine recipes to create tasty dishes. If it tastes delicious, the person who eats it will become addicted, wanting to eat it again after tasting it; the cook will be pleased and excited to create another unique meal. Similarly, if the teacher can blend learning media based on the needs of the pupils, the teacher will be satisfied and eager to begin learning. Simultaneously, kids will be fascinated and eager to learn with high enthusiasm and curiosity. This research describes the implementation of Snowball Throwing technique in teaching reading comprehension. Second, to describe pupils' reactions towards the implementation of Snowball Throwing technique in teaching reading comprehension.

2. RESEARCH METHOD

The researcher used a qualitative research design. The research design for this study is Classroom Action Research. According to Burns (2010), Car is part of a larger educational movement; the concept is linked to "reflective practice" and "teacher as researcher." A classroom action research cycle consists of four components: planning, action, observation, and reflection.

Data collection strategies are critical for research because they ensure data consistency (Sugiyono, 2015). In this study, the researcher describes the implementation of snowball throwing in teaching reading comprehension. Data was obtained from 11th grade-pupils of SMAN 2 Kediri utilizing observation and interview as the instruments. The research instrument consisted of an observation and an interview. The researcher employs an observation checklist to describe the implementation of snowball throwing in teaching reading comprehension. The interview carefully asks necessary questions. The interview tries to identify the pupils' reactions to learning reading using snowball throwing technique. Pupils will be interviewed at the end of the research.

The researcher used qualitative descriptive research to analyze data, following Sugiyono's three steps: data reduction, data display, and conclusion drawing. Data reduction entails selecting, identifying, classifying, and coding important data. The research aims to explain pupils' learning experiences and explore how snowball throwing technique develops pupils' reading comprehension in eleventh grade pupils of SMAN 2 Kediri.

Data display entails presenting the data into narrative text phrases. This assists researchers in understanding the data and planning future research based on the findings. The third step in the research process is to form conclusions. The researcher drew conclusions based on interview data and research findings, producing an easy-to-understand summary statement that referenced the study's objectives. This qualitative descriptive research approach enables researchers to better understand and organize future study.

3. RESULTS AND ANALYSIS

A. Result

1. Phase 1

In this phase the researcher will do the observation and describe the implementation of snowball throwing technique in teaching reading comprehension. The teacher teaches the pupils into several steps because it will help them to understand reading. The steps are pre-teaching, whilst-teaching, and post-teaching. By doing these steps the pupils will be guided in doing learning reading comprehension using snowball throwing technique.

a. Pre teaching

This is a type of warm-up activity. In pre-teaching, the teacher must stimulate pupils' background knowledge by introducing the topic, brainstorming ideas, selecting and rejecting ideas, and so forth. According to Reiss (2012:56), activating background information not only makes learning easier, but it also makes learning more relevant, piques interest in the topic, and boosts motivation levels. Based on this viewpoint, it is possible to conclude that the best way for the instructor to begin the lesson is to activate the pupils' background knowledge because this can increase their motivation in the teaching-learning process. In this technique, the teacher engages pupils in a brainstorming session to activate their previous knowledge of descriptive text by providing a picture and some questions regarding the picture.

b. Whilst teaching

In the first step, the teacher prepares descriptive text material to be taught to pupils, specifically studying descriptive text through the snowball throwing technique. The teacher then explains the definition, social role, and language characteristics of descriptive text. In this practice, the teacher also demonstrates how to read using a snowball-throwing technique, with pupils doing group discussions. Each group's leader will lead this discussion. After the discussion exercises, pupils were invited to create questions, which were then written on paper and shaped like balls. The group that receives the question is responsible for answering it. Based on observations, the researcher discovered that pupils listened well when the teacher conveyed the content. In step two, grouping pupils, the teacher splits them into four groups of five. The teacher divides groups deliberately, blending active and passive pupils. Furthermore, the teacher assigns one student to lead the conversation.

The third step involves explaining the material and having a discussion back. The teacher instructs the group leader to re-explain the subject covered in stage one and permits the group leader to pose questions based on the descriptive text material. The teacher explained the goal of the discussion, which was to comprehend an example of a descriptive book called "Fort Rotterdam". The group leader then delivers the material to his group members and initiates discussion activities to help them understand examples of descriptive literature. Based on the data collected through the observation checklist, the researcher discovered that the snowball-throwing technique increased students' enthusiasm in learning in class. Some appeared excited about having discussions with their group mates, despite the fact that pupils required clarification at the beginning of the discussion, and only a few participated fully in groups. So that the teacher can continue to provide direction and assign assignments to each member of the group. As the debate developed, the author discovered that pupils liked discussion activities in their individual groups, with an even allocation of assignments. The researcher discovered that pupils needed assistance during discussion activities. They had poor language and had to question the teacher numerous times.

The fourth step consists of formula questions. After debating, the next phase is to ask questions. Each group creates two questions on paper. The kids appeared perplexed at first, but after a few minutes, some groups had finished creating easy questions, thus a simulation began for pupils writing questions. They threw questions to Group 2, who accurately answered the questions. The simulation gives other pupils an idea, allowing them to effectively finish the work.

The next step involves throwing a ball and answering questions based on mutual agreement. The questions are distributed systematically, beginning with Group 1 throwing questions to Group 2, then Group 2 throwing questions to Group 3, and so on until all groups have received the questions. The teacher then allotted time for each group to answer questions. The researcher cooperated with the group to develop consensus-based solutions to the questions. They actively communicated, shared their thoughts, and demonstrated active behaviors in the learning setting. Finally, each group can respond to the question. The second question-throwing exercise in this session let pupils ask questions freely to any group. The researcher found the class engaging, and the pupils were more eager. During the first question-answering session, pupils collaborated and each group completed the questions within the time limit.

The last step is the evaluation of learning. During this exercise, the teacher and pupils' discussion the questions and answers provided by the students. The teacher makes a small correction to the learning activities that have been completed, and at this point, the teacher also expresses gratitude to pupils for making learning much more enjoyable. The researcher discovered that the pupils could answer the questions pretty effectively.

c. Post teaching

This is the final exercise in the teaching-learning process that concludes the class. The teacher engages in some activities, such as asking pupils about their issues with the subject and working together to discover solutions. The teacher and the students complete the subject together, even though the teacher has already done so to ensure that the students participate.

The teacher then assigns each pupil a unique assignment as homework. The pupils have to find two descriptive texts and the theme is about the historical places in Indonesia and abroad. The teacher also provides a question sheet to aid the pupils through their reading. The teacher informs that the homework will be collected at the next meeting. Finally, the teacher concludes the class.

The results of the observation checklist revealed an increase in the enthusiasm of pupils for the teaching and learning process. Using the snowball-throwing technique, the researcher identifies the impact on learning. The researcher discovered that pupils were already capable of reading comprehension during phase one. Implementing the snowball throwing technique for reading comprehension resulted in positive feedback from pupils, with some expressing understanding of descriptive text and examples. They enjoy learning to read using the snowball-throwing approach, particularly during discussions. They also appreciate asking questions to other groups since it makes learning more interesting and less boring.

2. Phase 2

The second phase of learning objectives involves pupils retelling the descriptive text. The teacher provides a detailed text named "Angkor Wat". The initial phase of learning continues with the same group. The researcher observed that the pupils' activity, confidence, and enthusiasm rose during the second phase. This is evident from the findings of observations. The author discovered that the discussions in each group was more pleasant. Then,

because each group member is already familiar with their assigned tasks, they can help each other learn the material. The researcher observed that each group appears a better teamwork and more competitive than others. Discussion exercises provide an excellent opportunity for pupils to practice reading comprehension.

Furthermore, in the presentation activity of retelling the descriptive text "Angkor Wat," pupils work in groups and, one by one, can retell insufficient language. In this activity, each group can practice reading comprehension by giving presentations aloud. Moreover, when pupils are given questions, they may respond appropriately and strongly. After speeches, pupils clapped to show appreciation.

Observations revealed that pupils improved their reading skills. The teacher evaluates vocabulary problems identified by the writer in phase one by noting their meanings. At the end of the lesson, students are assigned one English vocabulary and asked to explain its meaning. pupils who can do so can leave. The researcher discovered that nearly all students could explain the meaning of the words presented. This demonstrates that pupils' language knowledge has risen.

Then, when conducting discussions, pupils' confidence increases. Pupils are more confident in expressing their viewpoints, and they are seen participating in discussion activities in each group. Data from observation checklists and interviews with participants demonstrate that learning the snowball-throwing technique can help pupils understand the descriptive text; the writer observes rapid progress in pupils' response to learning and following teacher instructions. Furthermore, the results of pupil interviews revealed that learning through discussion helped enhance relationships with classmates. Snowball throwing is a fun way for pupils to learn to read, especially when combined with group conversations and questioning. This technique keeps learning engaging and prevents pupils from falling asleep. After learning to read through snowball throwing, pupils can draw judgments about the subject studied.

B. Discussion

The researcher discovered that employing snowball throwing as a teaching technique improves pupils' comprehension and reading skills. The Snowball Throwing Technique enables students to engage in more active discussions in which they can dispute, make recommendations, gather information, and share assignments in order to improve reading comprehension. These findings are consistent with study undertaken by (Meyla Mufida, 2021). The cooperative learning method provides it easier for pupils to understand the contents of the reading since it teaches pupils in depth how to analyze reading in an engaging and non-book-focused manner. The snowball throwing technique combines constructivism theory and cooperative learning approaches to teach pupils how to extract valuable information from their ideas and overcome problems by sharing and discussing them with their classmates.

This finding complements prior study by (Gani & Yusuf, 2017), as the snowball throwing technique focuses on integrating pupils into work groups and allows them to generate various questions based on assignments or reading materials provided by the teacher. The researcher discovered that learning to read using the snowball-throwing approach helped pupils create questions and answer questions from other groups. They can ask and answer questions that are different from the conversation activities.

In line with Ginting et al. (2021), the snowball throwing technique is more successful for improving pupils' reading comprehension than conventional learning, which is boring and focused on the teacher. He also compared Snowball Throwing Technique to the SQ4R approach for teaching reading comprehension. The results of this study revealed that Snowball Throwing had a greater impact on students' reading comprehension than the SQ4R approach. Snowball Throwing Technique is appropriate and suggested for use at the high school level. This technique may also be utilized by teachers to change how they teach reading in order to promote pupil collaboration in reading comprehension. Furthermore, because it helps pupils improve their reading comprehension, this practice supports SLA theory.

4. CONCLUSION

This study was divided into two phases; based on the data from phase one, the Snowball throwing technique significantly enhanced reading skills in class XI MIPA 6 SMAN 2 Kediri. Pupils who can correctly ask and answer questions show improved reading comprehension. They can improve their reading skills after taking reading subjects with snowball throwing.

In the second phase, pupils experienced an increase in group conversations, and they began to enjoy discussion activities from start to finish. Pupils appear to be more engaged in providing feedback and have a better understanding of their specific assignments. Students' excitement for learning is evident in their discussion activities, and they actively participate in reading comprehension.

Considering the overall results, the snowball throwing technique has a positive and useful effect on English reading comprehension. Furthermore, the snowball throwing technique can foster a joyful learning environment that demonstrates pupil participation. According to Meilinda (2018), snowball throwing is a technique that requires pupils to participate actively in teaching and learning activities.

This study's findings suggest that using a snowball throwing technique can help increase reading comprehension of descriptive texts on historic buildings. The study focuses on a technique for improving English

reading comprehension in descriptive text material. This practice can help teachers enhance students' English reading comprehension skills. As a result, future researchers can apply additional abilities and designs to complete the study.

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