

THE EFFECT OF SNOWBALL THROWING METHOD IN READING COMPREHENSION OF NARRATIVE TEXT AT GRADE TEN OF SMA NEGERI 1 SIANTAR

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Abstrak

Penelitian ini bertujuan untuk metode Snowball Throwing dalam pengajaran pemahaman membaca kepada siswa kelas sepuluh SMA NEGERI 1 SIANTAR dalam teks narasi. Tujuan penelitian ini adalah untuk mengetahui pengaruh metode Snowball Throwing yang lebih signifikan terhadap pemahaman membaca teks narasi siswa kelas X SMA NEGERI 1 SIANTAR. Penelitian ini menggunakan desain eksperimen. Permasalahan yang ada dalam penelitian ini adalah permasalahan siswa yang memiliki kemampuan pemahaman membaca yang rendah, siswa belum familiar dengan kosa kata yang ada pada teks, dan siswa belum memahami cara menemukan ide pokok dalam teks narasi yang dibaca. Penelitian ini menggunakan desain eksperimen, artinya ada suatu percobaan tertentu yang diterapkan pada populasi atau sampel. Dan populasi penelitian ini adalah dua kelas yaitu siswa kelas X-3 dan X-4 yang berjumlah 60 siswa. Jumlah sampelnya adalah 30 siswa pada setiap kelas. Kelompok kontrol menggunakan buku teks (textbook) sedangkan kelompok eksperimen diajar menggunakan metode lempar bola salju. Pada penelitian ini analisis data menunjukkan bahwa rata-rata skor post-test kelompok eksperimen adalah 76, sedangkan skor kelompok kontrol adalah 64,16. Pengaruh Metode Snowball Throwing lebih signifikan dibandingkan tanpa menggunakan Metode Snowball Throwing terhadap Pemahaman Membaca siswa kelas X SMA NEGERI 1 SIANTAR dalam teks narasi. Hal ini dibuktikan dari uji t sebesar 3,56 dan nilai t tabel sebesar 2,001 serta $df = 58$ ($N_x + N_y - 2 = 30 + 30 - 2 = 58$). Nilai uji t lebih besar dibandingkan dengan nilai t tabel (uji $t > t$ tabel). Oleh karena itu hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

Kata kunci: Metode Melempar Bola Salju; Membaca; Pemahaman Membaca; Teks Narasi

Abstract

The purpose of this research is to determine the more significant influence of the Snowball Throwing method on the reading comprehension of narrative text for class X SMA NEGERI 1 SIANTAR students. This research uses an experimental design. The problems in this research are the problems of students who have low reading comprehension abilities, students who are not familiar with the vocabulary in the text, and students who do not understand how to find the main idea in the narrative text they read. This research uses an experimental design, meaning that there is a certain experiment that is applied to a population or sample. And the population of this study were two classes, namely students in classes X-3 and X-4, totaling 60 students. The sample size is 30 students in each class. The control group used a textbook while the experimental group was taught using the snowball throwing method. In this study, data analysis showed that the average post-test score for the experimental group was 76, while the score for the control group was 64.16. The influence of the Snowball Throwing Method is more significant than without using the Snowball Throwing Method on the Reading Comprehension of class X SMA NEGERI 1 SIANTAR students in narrative texts. This is proven by the t test of 3.56 and the t table value of 2.001 and $df = 58$ ($N_x + N_y - 2 = 30 + 30 - 2 = 58$). The t test value is greater than the t table value (t test $>$ t table). Therefore the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Keywords: Snowball Throwing Method; Reading; Reading Comprehension; Narrative Text

INTRODUCTION

English is one of the foreign languages which is important in making connection to other people from many countries around the world in all aspects of life such as education, technology, social, culture. Uray, Ikhsanudin, and Suhartono (2021:205) explains that English has been recognized and approved for its position as an international language. This language is used all over the world (Ferrah & Nemmouchi, 2018). In Indonesia, speaking English is the most aspect that must be by the students at the school. It will be important for daily life, for example, introducing Indonesia to foreign by using English. English is a foreign language that is often used to communicate internationally (Yana, 2019).

In English there are four skills that students must master in learning English, namely listening, speaking, reading and writing. These four skill is the basic ability that all student should able that can makes they know the communication in English well (Sipayung, 2021). There are two ways to communicate, namely orally and in writing. Orally there are speaking and listening skills, then in the writing aspect there are writing and reading skills. One of the important skills learned at the junior and senior high school levels is reading (Azizah, 2018).

Reading is one of the important skills to be mastered, because students will get a lot of information from various sources (Yeşilbağ, Korkmaz, & Çakir, 2020). According to Nuriati, et al (2015:1), stated that "Reading is one of the ways to communicate in written forms, reading is not only to get information but it needs understanding and comprehension to get some points from the text". Reading is an activity that done to get information, acquire knowledge and new experiences. According to Clarke et al (2014:13),"Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers" (Pratiwi & Nur, 2019). It can be concluded that reading is a process of understanding the contents of the text by looking at the reading text which aims to get information through the text (Sari & Aminatun, 2021).

The researches doing Teacher Training Practice at the ten grade of SMA NEGERI 1 Siantar, researcher found the problem that faced by students especially on the Reading Comprehension, among others : for the first the students due not understand the meaning of the text, for second most students cannot find the main idea of the narrative text, for the third students do not have vocabulary (Alfira, 2019).

The researcher also read several Journal that show this Strategy was successful implemented in improving students' achievement in reading comprehension. The first is from Oktavianti (2019:13) entitled "The implementation of Snowball Throwing technique to increase 8th graders' reading comprehension" (Fitri & Sylvia, 2020). The second is from Aisyah (2012:4) entitled "Snowball Throwing could improve the ability of reading of the eleventh year students of class XI of MA Al-Barokah Purwanto in the academic year of 2012/2013". From the two previous researchers who had carried out the Snowball Throwing technique, they found that the Snowball Throwing technique was very effective in overcoming students' problems in reading comprehension (Masruroh, 2019). This it is mean that this method is effective for reading achievement of students (Ananda, Kuncahyono, & Sudjalil, 2020).

The phenomena above, can be conclude that students have many difficulties in reading comprehension. The title of this research “The Effect of Snowball Throwing Method in Reading Comprehension of Narrative Text at Grade Ten of SMA NEGERI 1 SIANTAR”..

METHOD

The research design used the Quantitative method. Quantitative research is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. According to Sugiyono (2018; 13) data Quantitative is a research method based on positivistic (data concrete), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to come up with a conclusion. Researchers chose quantitative, which aims to find out whether a method, media, or a treatment has an influence or relationship with the subject under study. Experimental quantitative research was an observation in order to know the effect of Snowball Throwing Method for students in teaching reading comprehension (Rahmadani, Pammu, & Nasmilah, 2021).

This research is using quantitative method with the Quasi-Experimental design. An experimental design is the method to collecting the data by using two classes. The first class as a Control class who doesn't taught by using a strategy and second is Experimental class who has the treatment of Snowball Throwing Method (STM) which consist of pre-test and post-test in order to know the effect of STM to the reading achievement in comprehend a text of grade ten students of SMA NEGERI 1 Siantar on Narrative text. The population is the students that concerns in a scope and time that researcher specify. Researchers took tenth grade students of SMA Negeri 1 Siantar as the study population. The tenth grade students of SMA Negeri 1 Siantar total ten classes, so that the number of students from each class is 332 students. In this study, the researcher selected a random sample to represent the entire population (Yuni, 2022). The population of this research was taken from the tenth grade students in SMA NEGERI 1 Siantar. Which consist of 10 classes: Tenth grade 1 students consist of 30 students, tenth grade 2 consists of 30 students, tenth grade 3 consists of 30 students, tenth grade 4 consist of 30 tenth, tenth grade 5 consists of 36 students, tenth grade 6 consists of 36 students, tenth grade 7 consists of 35, tenth grade 8 consists of 36 students, tenth grade 9 consists of 33 students, and the tenth grade 10 consists of 32 students (Hukom, 2021). So that the number of students from each class is 332 students.

After doing the pre-test, the researcher gave the treatment to students. This treatment is only carried out in the experimental class. The procedure explained as follow: The first the teacher conveys the material to be delivered. The second the teacher forms groups and calls each group leader to give an explanation of the material. The third Each group leader returns to their respective groups, then explains the material presented by the teacher to their friends. The fourth Each student is given a sheet of paper to write down any questions regarding the material explained by the group leader (Derakhshan & Khatir, 2015). The fifth Then the paper containing the questions will be made like a ball and thrown from one student to another for about 15 minutes. The sixth After students get one ball/one question, students are given the opportunity to answer

questions written on the ball-shaped paper alternately. And the last closing (Munthe, 2020). Quantitative data is a technique to analysis and count the data collected through a test process consisted of pre-test and post-test. Then, the data of pre-test collected was managed and counting using sample T-test (Reyes-Chua & Lidawan, 2019).

RESULT AND DISCUSSION

This chapter discusses about the result of the research which consist of analysis data, findings and discussion.

Data Analysis

The data is collected by giving the test as an instrument of the collecting data. The test given to the students was a reading comprehension score based on two test namely pre-test and post-test. The pre-test and post-test given to the research samples, namely the experimental class (X-4) and control class (X-3), each consisting of 30 students.

Experimental Class

The test given is about narrative text. The data given the students was a reading comprehension score based on two test namely pre-test and post-test. The post-test given after the treatment was given by the researcher (HASANI & RASOULI, 2015). The data table below was the result of score pre-test and post-test experimental class.

Table 1. Experimental Class

NO.	STUDENTS INITIAL	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	Y-X
1	AI	60	80	3600	6400	2800
2	AN	55	80	3025	6400	3375
3	NFR	55	80	3025	6400	3375
4	DD	55	75	3025	6400	3375
5	AH	50	80	2500	6400	3900
6	CS	50	80	2500	6400	3900
7	JS	50	80	2500	6400	3900
8	UN	50	80	2500	6400	3900
9	MDP	50	75	2500	6400	3900
10	AMS	50	70	2500	6400	3900
11	AW	45	80	2025	6400	4375
12	EM	45	80	2025	6400	4375
13	MNS	45	80	2025	6400	4375
14	AS	45	75	2025	5625	3600
15	JRB	45	75	2025	5625	3600
16	MS	45	75	2025	5625	3600
17	TN	45	70	2025	6400	4375
18	AMN	40	80	1600	6400	4800
19	MAS	40	80	1600	6400	4800

20	YS	40	80	1600	6400	4800
21	A	40	75	1600	5625	4025
22	IM	40	75	1600	5625	4025
23	M	40	75	1600	5625	4025
24	MOS	40	75	1600	5625	4025
25	WS	40	75	1600	5625	4025
26	AAPS	40	65	1600	5625	4025
27	JN	40	65	1600	5625	4025
28	RS	40	65	1600	5625	4025
29	WS	40	75	1600	5625	4025
30	SS	35	80	1225	6400	5175
		$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum \frac{XY}{-Y}$
N= 30		1350	2280	61900	182700	120800

Based on the table above, it shows the results of the average pre-test score of students taught using the Snowball Throwing Method. The data shows that the highest score obtained from the pre-test is 60 and the lowest score from the pre-test is 35. The overall result of the pre-test total score is 1350 which is divided by the total number of students, namely 30 students. Meanwhile, the post-test results obtained show that the highest score obtained from the post-test is 80, while the lowest score of the post-test average value is 75. The average value of the post-test results is 76. The average score obtained is the total score divided by the total students. The total score of the entire post-test is 2280 divided by the total number of students, namely 30 students, then the result of the average score of the post-test of the experimental class is 76.

Result Findings

Data analysis and calculation results are presented to answer the research problem. As previously stated, the alternative hypothesis was accepted if the t-test result was higher than the t-table. The results finding of data analysis that has been found by researchers that the application of the Snowball Throwing Method has a significant effect on the reading comprehension skills of grade 10 students of SMA NEGERI 1 SIANTAR on narrative text as follows :

1. Experimental Class, The experimental class consisted of 30 students. The mean pre-test score is 45 with the lowest score of 35 and the highest score of 60 and the mean score of the experimental class in Post-test is 76 with the lowest score of 65 and the highest score of 80.
2. Control Class The mean pre-test score of the control class is 44,5 with the lowest score of 35 and the highest score of 55 and the mean score of the control class in post-test is 64,16 with the lowest score of 55 and the highest score of 75.
3. The standard deviation of the post-test in the experimental class was 18.02, while the standard deviation of the post-test in the control class was 6.57. It was found that students in the experimental class got higher scores than the control class. This standard deviation is done to find out how far the spread of data values is from its average in a study.

4. The standard error of the mean difference is 3.32. This value will be calculated using the mean value of the post-test in the control class and the mean value of the experimental class.
5. The t-table value used for a two tailed test at the significance level is 2.001, with a degree of freedom (df) of 58. At the significance level the hypothesis is accepted because it is calculated to be greater than the t-table ($3.32 > 2.001$). This indicates that the application of STM as a medium of instruction for tenth grade students significantly improved their test scores at SMA NEGERI 1 SIANTAR. Consequently, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

Discussion

To determine the effect of the Snowball Throwing Method (STM) as a medium used for student scores in teaching reading comprehension of narrative text, the researcher gave a pre-test and post-test in the form of multiple choice. The researcher obtained pre-test and post-test score data after administering the post-test. The data was evaluated using t-test. The students' scores in the post-test of 30 students using STM were higher ($\Sigma y = 2280$) with a total mean score of 76 compared to the students' scores in the post-test without using STM ($\Sigma y = 1925$) with a total mean score of 64.16 (Chotimah & Astiyandha, 2022).

The t-table value used for a two tailed test at the significance level is 2.001, with a degree of freedom (df) of 58. At the significance level the hypothesis is accepted because it is calculated to be greater than the t-table ($3.32 > 2.001$). When the t-test reaches the t-table, this indicates that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. The data that has been analyzed proves that the theory is accepted. That is, class X students of SMA NEGERI 1 SIANTAR get different value results before and after being taught by using the snowball throwing method as a media in class.

The effect of snowball throwing method in reading comprehension of narrative text has been found in this study. There are similarities between this study and the theory proposed by Gani & Yusuf (2017). Gani & Yusuf (2017) stated that "the application of Snowball Throwing Technique can improve students' reading comprehension skills and can build students' ability to improve social interaction among peers". In line with this, Ponda Sari Styawati & Syamsul Rizal (2017) stated that by applying the snowball throwing teaching technique for reading material in class was able to increase students' effectiveness in reading and also able to improve the teaching and learning process in class (H_0 , Thien, An, & Vy, 2020). Students are actively involved in the classroom and are able to express their opinions in writing (Sun & Yin, 2022). Meanwhile, the differences can be found in the research findings and previous theories.

This study also has relevance to previous research conducted by Apsari (2018). The results of the study, there are seven stages in applying snowball throwing in teaching grammar, namely; preparing teaching materials, forming groups, re-explaining the material to group members, formulating questions, throwing balls, answering questions and evaluating the teaching and learning process (WILDANI, 2021). The similarity with this research is the focus on snowball throwing technique in teaching grammar, while the difference is in the method used (Prasetyo,

Martono, & Suparno, 2018). Yanuarti's research uses descriptive-qualitative, while this research uses a pseudo-experimental design.

CONCLUSION

After analyzing the data, researchers suggest that teaching reading comprehension by using the Snowball Throwing Method can solve students' problems in reading comprehension skills. It was proven that the students' post-test score after treatment was better than the pre-test score. In other words, there is a positive impact on the students' reading comprehension ability after learning with Snowball Throwing Method. Researcher found that using Snowball Throwing Method there was any significant between the students who were taught Snowball throwing Method and who were not. The result research showed that the mean score of Post-test from experimental class (76) was higher than control class (64,16). STM significantly affect the students' reading comprehension where T-test higher than T-table ($3,56 > 2.001$). The result proved that the alternative hypothesis (H_a) of this research was accepted and the null hypothesis (H_o) was rejected. Finally, researchers concluded that Snowball Throwing Method has given a positive impact on the students in improving students reading comprehension skills. This technique can increase students' participation actively during the teaching and learning process.

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