



The Implementation of Snowball Throwing Strategy to Develop Students Ability in Reading Comprehension Social Function of Descriptive Text

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Article Info	Abstract
Article History Received: 2023-10-12 Revised: 2023-11-23 Published: 2023-12-01 Keywords: <i>Snowball Throwing; Reading Comprehension; Descriptive Text.</i>	<p>This study aims to analyze the implementation of the Snowball Throwing strategy to develop students' ability in Reading Comprehension social function of descriptive text and to analyze students' responses the implementing of Snowball Throwing strategy to develop students' ability in Reading Comprehension of descriptive text. This study used a qualitative research method based on Classroom Action Research. The writer uses observation, field notes, and interviews as instruments. The participants in this study were 20 students of class X MIPA 3 MA ASSHIDDIQIYAH 3 Karawang. Research data in cycle 1 shows that the snowball-throwing strategy encourages students to understand reading descriptive texts. Students can perform better reading skills. This data is supported by interviews with student data showing positive responses in teaching reading using the snowball throwing strategy. In cycle 2, it showed increased student participation when conducting discussions; students seemed to enjoy and enjoy the teaching and learning process more. This data is supported by student responses which say that students like learning to do reading comprehension using the snowball-throwing strategy. Based on the study's results, the snowball-throwing strategy can encourage students to understand descriptive texts and make them actively participate in learning to read.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-10-12 Direvisi: 2023-11-23 Dipublikasi: 2023-12-01 Kata kunci: <i>Melempar Bola Salju; Pemahaman Membaca; Teks Deskriptif.</i>	<p>Penelitian ini bertujuan untuk mengetahui bagaimana penerapan Snowball Throwing strategy terhadap kemampuan siswa dalam pemahaman membaca teks deskriptif dan menganalisis tanggapan siswa terhadap pemahaman membaca menggunakan Snowball Throwing strategy. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan berbasis Classroom Action Research. Penulis menggunakan observasi, catatan lapangan dan wawancara sebagai instrument. Partisipan dalam penelitian ini adalah 20 siswa kelas X MIPA 3 MA ASSHIDDIQIYAH 3 Karawang. Data penelitian pada siklus 1 menunjukkan bahwa snowball throwing strategy mendorong siswa untuk memahami teks bacaan descriptive teks. Siswa dapat melakukan kemampuan membaca yang lebih baik. Data ini didukung oleh wawancara dengan siswa data menunjukkan respon yang positif dalam melakukan pembelajaran membaca menggunakan snowball throwing strategy. Pada siklus 2 menunjukkan adanya peningkatan dalam partisipasi siswa ketika melakukan diskusi, siswa terlihat lebih enjoy dan menikmati proses belajar mengajar. Data ini didukung dengan tanggapan siswa yang mengatakan bahwa siswa menyukai pembelajaran untuk melakukan pemahaman membaca menggunakan snowball throwing strategy. Berdasarkan hasil penelitian dapat disimpulkan bahwa snowball throwing strategy dapat mendorong siswa untuk memahami teks deskriptif serta membuat siswa untuk turut aktif dalam pembelajaran membaca.</p>

I. INTRODUCTION

When learning English, four skills need to be learned, one of which is reading. According to Ariati & Fauziah (2019), reading is a process carried out by someone to get information conveyed by the writer. Furthermore, according to Meyla Mufida (2021), reading is the basic foundation in all aspects of learning. So that students need to understand the contents of the reading so that learning becomes optimal. According to Dalman (2014), as cited in Raynaldo

& Panjaitan (2022), Reading Comprehension is a reading activity that attempts to understand the contents of the reading or text fully. In Reading Comprehension, readers are required to understand the contents of the reading. Reading comprehension is important for understanding texts and broader learning purposes, such as success in education and employment (Oakhill et al., 2015).

However, when learning to read English, students have several problems, such as needing

help understanding reading texts and more vocabulary. Meanwhile, according to Siahaan et al., (2022) the problem that occurs when students carry out reading activities is that students have low reading comprehension, students are not familiar with the vocabulary in the text, and students do not understand how to find the main ideas in narrative reading texts. Students' low reading motivation causes this problem. According to Ariati & Fauziah (2019), this problem is caused because students need more vocabulary, are lazy to read, and must be used to reading printed material.

For the problems that occur, the writer uses a group based strategy, namely Snowball throwing, as a method of teaching reading. According to Ariati & Fauziah (2019), Snowball Throwing is a cooperative based reading teaching method focusing on group work (discussion). Furthermore, Hadrian (2018), as cited in Ariati & Fauziah (2019), states that Snowball Throwing is a teaching technique that can increase students' attention in understanding reading texts. Students are invited to seek general information; usually, a leader is assigned to manage the discussion in each group. Then each group creates questions to be thrown at other groups.

According to Apsari et al., (2019), there are seven stages of applying the Snowball Throwing method to learning: (1) the teacher prepares teaching materials, (2) the teacher forms groups. Then the teacher gives directions to each group leader, including the study material, (3) each presiding officer re-explains the material to each group and discusses it with each other, (4) formulate questions. Each group makes questions according to the material that has been studied, (5) throws a ball containing questions (one ball, one question). The questions made are then formed into rounds to be thrown to other groups, (6) answer questions. Each group is allowed to answer questions from other groups, (7) evaluate learning. According to Gaffar et al., (2021), Evaluation activities aim to determine the program's implementation and the goals that have been set. The Snowball Throwing Technique provides an opportunity to build positive relationships between students, teachers, and other students. Also, it creates better opportunities to learn English more effectively Richards & Bohlke., (2011) as cited in, Meyla Mufida (2021). As a professional teacher, one of them is that teachers must be creative and innovative in applying learning media to students. According to Gaffar et al., (2021), this

can be explained by the teacher's analogy of a cook. A cook must be able to mix recipes to produce delicious dishes. If it tastes good, the person who eats it will be addicted, wanting to eat it again after tasting it; the cook will feel happy and excited to make another different recipe. Likewise with learning media, if the teacher can combine learning media according to the needs of students, the teacher will feel happy and can't wait to start learning. At the same time, students will be interested and look forward to learning with high enthusiasm and curiosity.

Descriptive Text is one of the genres that students learn. According to Knapp & Watkins (2005), as cited in Fitriani et al., (2019) Descriptive Text is a type of text used to describe real objects (people, places, and objects). According to Wardiman et al. (2008), as cited in Sholikhah & Azizah (2019), Descriptive Text has a social function that describes a particular person, place, or thing, providing detailed information about the subject. The Descriptive Text has a generic structure, namely identification and description. Identification is about recognizing a person, place, animal, or object to be described. The description is about depicting something such as an animal, object, place or person by describing its characteristics regarding shape, colour, or anything related to what the writer describes (Royani & Sadiah, 2019).

This research aims, first to analyze the implementation of the Snowball Throwing strategy to develop students' ability in Reading Comprehension social function of descriptive text. Second, to analyze students' responses to implementing the Snowball Throwing strategy to develop students' ability in Reading Comprehension and social function of descriptive text.

II. METHOD

This study uses a qualitative approach because it intends to get an in-depth picture of the use of Snowball Throwing as a strategy for learning to read English. According to Fraenkel, Wallen, and Hyun (2012), a qualitative approach is research related to data collected in words or pictures and does not involve numbers. The research design of this research is Classroom Action Research. According to Burns (2010), Car is part of a wider education movement; the idea is related to "reflective practice" as well as "teacher as researcher." There are four components in one cycle to conduct classroom action

research: planning, action, observation, and reflection.

The research instrument used an observation checklist, field notes, and interviews. The writer uses an observation checklist to find out the use of Snowball throwing for learning reading comprehension. Field notes are used to record things found in the field during the teaching and learning process using the Snowball Throwing Strategy based on the observation checklist. The interview asks several questions that are needed carefully. The interview aims to determine the participants' responses after learning to read using the snowball-throwing strategy. Interviews will be given to students at the end of the study.

Validate the writer's data using Triangulation; according to Fraenkel, Wallen, and Hyun (2012), Triangulation is a technique used to compare, involve, and check the truth of what a writer hears and sees by comparing sources of information. The writer uses data triangulation, combining various research findings from observation checklists, field notes, and interviews. The research data will be analyzed descriptively. For the steps, the writer's Observation checklist Prepares lesson plans for observation; the writer makes observations of students during classroom learning activities, transcribes the data obtained, and then makes a descriptive narrative. In the field notes, the writer records the findings during further research, transcribes and draws conclusions, and interviews. The writer conducts the interviews directly. The writer assigns a code to each participant and analyzes the answers. The writer transcribes the data, and finally, the writer makes descriptive conclusions. The research was conducted at MA ASSHIDDIQIYAH 3 Karawang. The participants in this study were class X MIPA 3 students consisting of 20 students in one class.

III. RESULT AND DISCUSSION

A. Result

1. Cycle 1

In the first stage, the teacher prepares descriptive text material that will be taught to students, namely learning descriptive text using the snowball throwing strategy. Then the teacher explains the definition, social function, and language features of Descriptive Text. In this activity, the teacher also conveys learning to read using a snowball-throwing strategy where students will hold discussions in groups. Each group leader will lead the discussion.

After carrying out the discussion activities, students were asked to make questions, and then the questions were written on paper and made like balls. Then throw it to the group, and the group that gets the question must answer. Based on the observations and field notes, the writer found that students listened well when the teacher explained the material.

In stage two, namely grouping students, the teacher divides students into 4 groups, each with 5 students. The division of groups is carried out by the teacher systematically by combining active and passive students. Furthermore, the teacher appoints one student to lead the discussion.

The third stage explains the material and discussion back. The teacher tells the group leader to re-explain the material studied in stage one and allows the group leader to ask questions according to the descriptive text material. The teacher also conveyed the purpose of the discussion, namely to understand an example of a descriptive text entitled "Borobudur Temple". Next, the group leader conveys the material to his group members and begins to carry out discussion activities to understand examples of descriptive texts. Based on the results of the data obtained through the observation checklist and field notes, the writer generally found an increase in students' interest in learning in class using the snowball-throwing strategy. Some looked enthusiastic about holding discussions with group mates, even though students still needed clarification at the beginning of the discussion, and only a few were active in groups. So that the teacher continues to provide guidance and divide tasks to each member of the group. As the discussion progressed, the writer found that students enjoyed discussion activities with their respective groups with an even distribution of tasks. The writer found that the students needed help in the discussion activities. They had limited vocabulary, so they had to ask the teacher several times.

The fourth stage is formula questions. After discussing, the next activity is asking questions. Each group makes 2 questions written on paper. At first, the students looked confused, but after waiting a few minutes, some groups had finished making simple questions, so a simulation was

carried out, which began with students writing questions. Then students threw the questions to Group 2, and Group 2 answered the questions correctly. The simulation gives other students an idea, and then they can complete the task properly.

The next stage is throwing a ball and answering questions according to the mutual agreement. The questions are given systematically, starting with Group 1 throwing questions to Group 2, then Group 2 throwing questions to Group 3, and so on, until all groups receive the questions. Then the teacher gave time for each group to answer questions. Then in answering the questions, the writer collaborated to give opinions and provide answers following the group's agreement. They actively communicated, expressed their ideas, and showed active conditions in the learning environment. Finally, each group can answer the question. Then the second question throwing activity in this session allowed students to give questions freely to any group. The writer found the class lively, and the students felt more enthusiastic. In answering the questions, the writer found that in the first question-answering session, the students worked together to answer the questions, and the writer found that each group answered the questions according to the allotted time.

The last stage is evaluating learning. In this activity, the teacher and students discuss the questions and answers given by students. The teacher gives a little correction to the learning activities that have been carried out, and then at this stage, the teacher also gives appreciation to students for making learning much more fun. The writer found that the students could answer the questions quite well. Based on the results of the observation checklist and field notes, it was shown that there was an increase in students' enthusiasm for the teaching and learning process. Using the snowball-throwing strategy, the writer finds the effect in the learning process. The writer found that in cycle one, students could already do reading comprehension. Then the interview results showed positive feelings for students after implementing the snowball-throwing strategy for reading com-

prehension, and some students said that they could understand material about descriptive text and examples of descriptive text. They like learning to read using the snowball-throwing strategy, especially during discussions. They also enjoy asking questions to other groups because this activity makes learning more fun and does not make learning boring.

2. Cycle 2

The second cycle of learning objectives is that students can retell the descriptive text. The teacher gives a descriptive text entitled "Taj Mahal". The learning is still done with the same group in the first cycle. In the second cycle, the writer found that the students' activeness, confidence and enthusiasm increased. This can be seen from the results of observations and field notes. In the discussion activities, the writer found that they had more enjoyable and enjoyable discussions in each group. Then each group member already understands their respective tasks, so they contribute to each other in understanding the text. The writer found that each group looks more compact and competitive than other groups. Discussion activities make a great opportunity for students to do reading comprehension.

Furthermore, in the presentation activity to retell the descriptive text "Taj Mahal", students move forward with a group of friends and, one by one, can retell its ineffective language. In this activity, each group can master reading comprehension; they make presentations out loud. Furthermore, when students are asked questions, they can answer questions correctly and boldly. Then other students gave a appreciation by clapping when students finished making presentations.

Based on the data obtained through observation and field notes, the writer found that students experienced increased reading ability. For the vocabulary problems found by the writer in cycle one, the teacher evaluates them by noting some vocabulary and their meanings; then, at the end of the lesson, the teacher appoints students one by one by giving one English vocabulary and students mention the meaning, students who can say the meaning can leave the class. The writer found that almost all students could

mention the meaning of the vocabulary mentioned. This shows that students' vocabulary knowledge has increased.

Then the increase in student confidence can be seen when conducting discussions students are more courageous in expressing opinions, and students are seen being active in discussion activities in each group. Data from the results of observation checklists, field notes and interviews with participants show that learning the snowball-throwing strategy can make students understand the descriptive text; the writer see rapid progress shown by students in responding to learning and following instructions given by the teacher. The data collected shows that students are more enthusiastic about learning; they are encouraged to participate in reading comprehension. In addition, according to the results of interviews conducted with students, it was stated that learning through discussion could improve relationships with friends in class. Students like learning to read using snowball throwing, especially when students hold discussions with groups and when throwing questions to other groups, so that learning becomes fun and does not make students sleepy. After learning to read using snowball throwing, students can provide conclusions on the material that has been studied.

B. Discussion

The writer found that by learning using snowball throwing, students can understand the material the teacher has explained; students also experience increased reading comprehension. Snowball Throwing Strategy allows students to have more active discussions where students can argue, provide suggestions, gather information, and share assignments to achieve reading comprehension. These findings are comparable to research conducted by (Meyla Mufida, 2021). The cooperative learning method makes it easier for students to understand the contents of the reading because, in the cooperative learning method, students are taught in detail in analyzing reading but in a way that is more exciting and not too fixated on books. The snowball throw method consists of constructivism theory and cooperative learning models that train students to find much information from their ideas and solve problems by

sharing and discussing them with their classmates.

Students like this method, especially when students are having discussions where the group leader manages the course of the discussion. Students said the snowball-throwing strategy could improve their English reading skills, especially in understanding reading texts. Based on the results of the interviews, students enjoy having discussions, and they make discussions a valuable opportunity where students can contribute to each other's understanding of the text. However, each team member is not only responsible for understanding the fixed material, but they also assist their teammates in carrying out reading comprehension. (Mufida, 2021).

According to (Styawati & Rizal, 2017), snowball throwing is a teaching technique to increase students' attention to text comprehension. Through the snowball-throwing model, students are invited to seek information in general, and the group leader is determined to lead the group discussion. Each group writes questions to other groups, and other groups answer these questions and draw conclusions from the group's answers to the questions they receive. The snowball model is conducive so that students do not only understand the text that will be asked and asked about in the teaching and learning process.

According to (Gani & Yusuf, 2017), the snowball throw technique focuses on involving students in work groups and allowing them to compose several questions based on assignments or reading texts given by the teacher. Not only helped the students understand reading texts, but the writer also found that learning to read using the snowball-throwing strategy helped students create questions, and students were able to answer questions students got from other groups. They can create and answer questions that are separate from discussion activities. Throwing snowballs is an easier technique for students so that they can understand and study texts to prepare questions and answers during the teaching and learning process (Indriani, 2019). Meanwhile, according to the results of interviews conducted by the writer with their students, they like learning, especially when throwing balls, because these activities create a fun learning atmosphere.

Snowball throwing in learning to read English shows good motivation and interest in learning. Snowball throwing is a technique that requires students to be active in teaching and learning activities (Meilinda, 2018). In teaching and learning activities that focus on group work to make students participate actively in learning independently, they do not depend on the teacher in the teaching and learning process. However, the teacher must always monitor the course of the discussion so that students continue to carry out discussions following the learning objectives.

Learning reading comprehension with the snowball throwing strategy shows that students enjoy learning to read more, and then, based on the interviews, they show a positive attitude. As well as an increase in enthusiasm for discussions with group mates. Teaching reading comprehension using the Snowball Throwing method is fun. The students were active. This can make students relax and enjoy learning. (Ginting et al., 2021). Compared to conventional learning, which is monotonous, where learning focuses on the teacher, the snowball throwing method is more effectively used to improve students' reading comprehension.

Meanwhile, (Andriani & Wahyuni, 2020) found that the snowball-throwing strategy could develop students in leadership, creativity and teamwork skills. The writer also found that the group leader can lead and be responsible for discussion activities, where the group leader is active and pays attention to his group members to achieve reading comprehension. Student creativity can be seen when students formulate problems to be able to make questions to other groups; students think about each other by then expressing each opinion so that a good question is formed.

Because learning focuses on discussion activities, these activities can create good relationships between each student in the class and establish a closer relationship between students and teachers; they motivate each other and invite students to contribute to learning. In the opinion (Richards & Bohlke, 2011), Snowball Throwing establishes positive relationships between teachers, students and students and creates better opportunities to learn English more effectively.

In the second cycle, the writer found that students participated more actively than in

cycle one; students conducted discussions more enthusiastically, began to understand their respective tasks, and the group leader was responsible for organizing the discussion. Based on the writer's results using the observation checklist and field notes, after learning to read using snowball throwing, students experienced an increase in vocabulary. Fun learning using the snowball throwing strategy makes students use English communicatively; the teaching and learning process becomes more interesting and makes it easier for teachers to teach vocabulary. Because when students master more vocabulary, they will find it easier to understand reading texts (Pasaribu, 2021).

Each teacher applies a method tailored to the needs of students and is carried out so that learning becomes maximal and successful in achieving learning goals. Meanwhile, Gillies (2014), as quoted in (Meyla Mufida, 2021), states that learning to read using snowball throwing can be applied at all levels of education, such as English and other materials.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This study consisted of two cycles; based on the conclusions drawn from the findings in cycle one, the Snowball Throwing Strategy effectively improved reading skills in class X MIPA 3 MA Asshiddiqiyah 3 Karawang. Data from the results of observation checklists and field notes show that snowball throwing has succeeded in encouraging students to understand reading descriptive texts. Improvements in reading comprehension have been seen where students can ask and answer questions correctly. They can do better reading skills after doing reading lessons using snowball throwing. Furthermore, from the results of interviews conducted with participants, it was shown that they showed a positive response to teaching reading using the snowball-throwing strategy.

In the second cycle, in group discussions, students experienced an increase where students began to enjoy discussion activities from the beginning to the end of learning. Students seem more active in giving opinions and already understand their respective assignments. Students can also confidently retell the descriptive text "Taj Mahal" correctly. Students' enthusiasm for learning is visible in their discussion activities; they are

actively involved in reading comprehension. They contribute to each other in the discussion. Student activity can also be seen during the discussion. Students' confidence in giving opinions and when they come forward to retell descriptive texts supported by a relaxed learning atmosphere helps them understand the reading.

By looking at the overall findings, the snowball throwing strategy has a positive and useful impact on English reading comprehension. In addition, the snowball-throwing strategy can create a fun learning atmosphere that can show student activity. In line with the opinion (Meilinda, 2018) said that snowball throwing is a technique that requires students to be active in teaching and learning activities.

B. Suggestion

The results of this study apply a snowball-throwing strategy to improve reading comprehension of descriptive texts about historic buildings. The research focuses on a strategy to improve English reading comprehension in descriptive text material. For teachers, this strategy can be an alternative method that can be done as an effort to improve English reading comprehension skills. For future researchers, this research can reference snowball throwing to improve students' reading comprehension in English. Researchers can develop this topic to be broader.

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