

**SNOWBALL THROWING TECHNIQUE TO IMPROVE STUDENTS' READING
COMPREHENSION OF RECOUNT TEXTS
(A CLASSROOM ACTION RESEARCH AT EIGHTH GRADE OF SMPN 1 MALO IN
ACADEMIC YEAR 2021/2022)**

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Abstract

This study is classroom action research which consists of several cycles, namely pre-cycle, cycle I and cycle II. Furthermore, researcher makes the stages of planning, acting, observing and reflecting in each cycle. There are six meetings during the research cycle. The sample of this research is eighth grade D consisting of 21 students. In collecting data, researcher used instruments in the form of observations, tests, and questionnaires. Tests were used in the pre-test and post-test. The average student pre-test score was 50.48 which mean that the ability of some students is still low, because the minimum score standard is 70. In cycle I there was an increase but still did not meet the target, namely 63.81. From cycle II, students' achievement increased to 83.81. Based on the results, it can be said that STT leads to an improvement in each cycle and an increase in student success.

Keywords: *Reading Comprehension, Recount Text, Snowball Throwing Technique*

Abstrak

Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari beberapa siklus, yaitu pra siklus, siklus I dan siklus II. Selanjutnya peneliti membuat tahapan perencanaan (planning), tindakan (acting), pengamatan (observing) dan refleksi (reflecting) pada setiap siklus. Terdapat enam kali pertemuan selama siklus penelitian. Sampel penelitian ini adalah kelas VIII D yang terdiri dari 21 siswa. Dalam mengumpulkan data, peneliti menggunakan instrumen berupa observasi, tes, dan angket. Tes yang digunakan adalah pre-test dan post-test. Rata-rata nilai pre-test siswa adalah 50,48 yang berarti kemampuan beberapa siswa masih rendah, karena standar nilai minimal adalah 70. Pada siklus I terjadi peningkatan tetapi tidak terlalu signifikan. Pada siklus I terjadi peningkatan tetapi masih belum memenuhi target yaitu 63,81. Dari siklus II, prestasi siswa meningkat menjadi 83,81. Berdasarkan hasil tersebut, dapat dikatakan bahwa STT mengarah pada perbaikan di setiap siklus dan peningkatan keberhasilan siswa.

Kata kunci: *Pemahaman Membaca, Teks Recount, Teknik Lempar Bola Salju*

INTRODUCTION

A. Background of The Study

One of the language skills that is crucial in daily life is reading. Reading can help a reader since it makes it simpler to obtain knowledge, build up one's memory, and even find solutions to issues. Reading also helps to stimulate the mind, which helps one come up with notions and ideas to comprehend the situation in the story or the issue at hand. According to Gilakjani (2011) cited in Oktarani (2015) explains that there are two key causes for kids to enhance their reading abilities. First, reading is one of their top priorities for learning English as a foreign language. Second, a variety of pedagogical objectives in the teaching of foreign languages assist in achieving the objectives of teaching reading in English. Nuryati, et al. (2015) Understanding what you've read requires comprehension. Students gain skills for comprehension when they read independently. Based on the aforementioned viewpoints, it can be concluded that teaching students to read is very important because it can help them develop their reading comprehension, which in turn will have an impact on other skills. In addition, teachers should think about the instructional methods they will apply to ensure that students can understand the material offered to improve students' reading comprehension.

Based on research that has been conducted by researcher, students' reading comprehension is low. Students rarely discuss and share material with each other, because their reading activities still depend on the teacher's explanation, some students tend to be active but most students are passive. The reason is that some students dare to ask questions and discuss with the teacher, but some students do not dare. Students are often still afraid and embarrassed to ask and answer questions posed by the teacher. Students have no interest in reading in the form of books, magazines, newspapers or other long texts. This is why learning a foreign language requires extra practice, as it is not easy for students to learn a language that is not their own.

According to previous researcher Amilia (2016) Texts that recall past events or someone's experience chronologically are called recount texts. This literature has two purposes: to inform readers or listeners of what happened in the past and to amuse them. Use the past tense or past perfect tense when writing recounts.

In this study, a snowball throwing technique approach is used to help students read recount text more effectively. Students will work in small groups or can be called teams by using the snowball throwing technique, which forces them to be active, creative, and gives them the opportunity to communicate with each other. Indriani (2019) cited in Mufida (2021) Say that this strategy engaged the group's leadership potential students' capacity to formulate and respond to questions that were modified by imaginative play, including making and hurling snowballs. By using this method, the student's reading score can go up. For students to comprehend and study the text to prepare questions and answers during the teaching and learning process, the snowball throwing technique is an easier strategy.

B. Review Of Related Theories

1. Reading Comprehension

a. Definition of Reading Comprehension

Kozak M (2011) cited in Octaberlina and Asrifan (2021) says that defines reading as the ability to get words, recognize written words (signs), understand meaning, teach pronunciation and receive information from texts. Hodgson (2008: 7) cited in Nuryati, et al. (2015) reading is a method that a reader brings and uses to understand the message that the author will deliver through the writing process. The ultimate goals of reading are to discover and obtain information, including content, comprehend the text's meaning, and create a sense (meaning) that is directly associated with the purpose of extensive reading.

It may be said that reading is a method of communication that involves using the written language

and symbols included in the reading text to learn information from the text. Reading comprehension refers to a student's ability to decipher the author's intended meaning or message and generate ideas from the text in order to comprehend the material and find solutions to difficulties in the book.

b. The Types of Reading

According to Patel and Jain (2008: 117-123) cited in Octaberlina and Asrifan (2021), there are several types of reading including intensive reading, extensive reading, reading aloud, and silent reading.

First, intensive reading is where students study the text in this reading to learn or analyze it. Reading shorter texts is the purpose of this reading. To learn specific facts, one reads the passage. Second, extensive reading is a technique used to gain a general understanding of a subject and includes reading longer discourse texts for pleasure. Third, reading aloud is where students who read aloud are exposed to textual sentences that were not previously spoken. The purpose of reading aloud to students is to improve their speaking and pronunciation skills. Fourth, silent reading is a silent reading technique which is a very important skill in English language teaching.

Based on the four types of reading skills, researcher chooses silent reading because applying silent reading can help students in observing a story or words conveyed in the reading text so that students can easily get information contained in the reading text, students must read quietly so that students can focus on finding the main problem in the text.

c. Technique of Reading skill

According to Brown (2001: 308) cited in Octaberlina and Asrifan (2021) there are three reading skills techniques used in this research. First, reading surveys, in reading surveys readers want the information they need, therefore

before starting the reading process, readers must determine the readings they need to get information. Second, scanning, in reading scanning the reader only needs clear and specific information to find the core in the reading text and can answer questions about the reading text. Third, skimming, skimming is a type of speed reading to identify the main idea of a reading text, to see section titles, summaries and opening paragraphs.

d. Level of Reading Comprehension

According to Ningsih (2017) reading has different levels of comprehension. There are four levels:

1) Literal Comprehension

The type of comprehension that involves surface meaning the most at this level is literal comprehension. The reader can typically summarize, paraphrase, or outline the author's ideas.

2) Interpretive Comprehension

Making inferences or reading between the lines are both examples of interpretive reading. It is a method of drawing conclusions from ideas that are implicit rather than explicit.

3) Critical Comprehension

Critical reading involves analyzing the text itself, comparing its ideas to accepted norms, and reaching conclusions about its timeliness and accuracy.

4) Creative Comprehension

Going beyond the information presented amiably by the author is part of the text. As they read, they had to think.

In this study, researcher used critical comprehension and creative comprehension. Students are required to think creatively based on their ideas or information obtained in the text. So, students can evaluate or conclude the reading text appropriately and interestingly.

2. Recount Texts

a. Definition of Recount texts

According to Durriyah (2017) recount text gives information about who, what, where, when, and why an event happened. Text created to generate a report about an experience from a series of events connected to characters in a series of time and place is known as a recount text. Nuryati, et al. (2015) recount is a past event that tries to inform, describe, and retell experiences or events chronologically about the facts or events of the right story presented in a chronological manner.

It can be said that a recount text is a piece of writing that relates historical events or that chronologically retells readers about prior experiences or historical events. Simple past tense or past perfects tense are both used in sentences in recount texts. Recount texts are written to amuse and educate the reader on a certain event or piece of news.

b. Generic Structure of Recount Text

Recount texts consist of the following structure by Wardiman, et al. (2008) cited in Amilia (2016). First, orientation the paragraph that tells what, who, where, and when the event occurred. Second, events the reader will learn about a number of historical occurrences in this book in accordance with the chronological order of the story. Third, reorientation this section consists of optional-closing events. Readers will read personal comments about events that occurred in the given text or information that has been conveyed.

c. Types of Recount Texts

According to Blake Education cited in Durriyah (2017) recount texts come in a variety of forms, each serving a unique function such as informing or entertaining the reader.

The first personal recount is a description of an experience the author had in the past. The reader is meant to be informed and entertained by the personal story. Secondly, factual accounts involve the reconstruction of certain actual facts to describe an event in depth. Third, imaginative recount is a recount style that uses factual information or scenarios to interpret the events told or to enlighten the reader by creating fictitious elements. Fourth, procedural recount creates a series of steps to achieve a goal in both oral and written form. It is written after the procedure is completed. Fifth, critical retellings examine issues and comments while weighing the negative and positive parts.

d. Language Features of Recount Text

1) Simple past tense (verb)

Example: I went to Swiss last week.

2) Adverb of time

Example: yesterday, last week, last night, two years ago, etc.

3) Action verb

Example: went, bought, ate, fed, worked, etc.

4) Conjunction

Example: then, before, and, after, etc.

3. Snowball Throwing Technique (STT)

a. Definition of Snowball Throwing Technique

According to Suprijono (2010: 33) cited in Nuryati, et al. (2015) cite snowball throwing as a teaching and learning strategy that calls for engaged learners. In this method of instruction, each student forms two separate groups. In order to receive an assignment from the material the teacher has provided, each group is represented by a group leader. Additionally, the information is not too dissimilar from what students have been taught. Nurhanifa (2017) claims that the

snowball throwing technique is imaginative and entertaining and that it enables students to evaluate their own reactions to problems and to start working collaboratively with others around them.

It can be concluded that STT is a learning model that can be applied in the learning process to increase students' interest in learning, by doing this learning model students will spontaneously think hard to understand the contents contained in the reading text. Those way students will become more active, responsible, and motivated in learning. This will ultimately improve students' reading comprehension.

- b. Teaching reading through Snowball Throwing Technique.
 - 1) Explained about the recount text material, the definition of STT, and the steps of using STT.
 - 2) Forming students into small groups of 5-6 students as well as choosing a leader in each group, grouping students based on the level of students randomly which will make them more active and focused while learning. This learning lasted for \pm 20 minutes
 - 3) Distributing recount texts that have a glossary in each text, along with several question sheets and several sheets of worksheets where each student writes questions based on the reading topic explained.
 - 4) Students wrote questions that had been prepared by the researcher, after which they squeezed the paper like a ball. Then students throw the question ball from one student to another such as, group "A" throws a question to group "B" and so on.
 - 5) After that students will get one ball or one question, and then

they have the opportunity to answer the questions written on the ball-shaped paper.

RESEARCH METHOD

This research uses classroom action research (CAR) design. Focuses on the process of successful learning in the classroom and specific problems that occur in the classroom. In (CAR) will train English teachers to think and act scientifically and systematically in assessing the effectiveness of their own teaching activities and planning improvements or problem solving based on the results of student assessment. The writer would collaborate directly with English teachers to help conduct research in the learning process, as well as solve problems for students in improving reading comprehension of eighth grade students of SMPN 1 Malo. The steps of action research are planning, acting, observing and reflecting.

This research took place at SMPN 1 Malo for class VIII D students in the 2021/2022 academic year. Located on Jl. Trembes No. 366, Malo District, Bojonegoro Regency, East Java. This study was conducted to improve reading comprehension in eighth grade students of SMPN 1 Malo, especially in eighth grade D in the 2021/2022 school year. The number of students in one class is 21 students. In addition, students must get a score of (\leq 70) to meet the minimum target score.

Data collection technique used by the researcher in this study, are as follows; observations, test, and questionnaire. First, observations, the researcher will provided a checklist in the observation in the form of a list of items that have been prepared by checking "yes or no" according to the data that has been prepared. Second, the data collection technique used is a test; the test in this study is divided into two types, namely pre-test and post-test. Third, the researcher would give a questionnaire after the post-test which aims to support other data so that conclusions can be drawn from valid research results.

FINDINGS AND DISCUSSION

Based on the data analysis, it can be concluded that the snowball throwing technique (STT) can improve the reading comprehension of recount text of eighth grade D students of SMP N 1 Malo. Students' scores in the pre-cycle in eighth grade D SMPN 1 Malo were ineffective, students tended to be passive, did not focus on the learning process, still liked to talk to their classmates, and students looked bored so that students felt sleepy when learning took place. From the pre-cycle scores, students obtained an average score of 50.48, this shows that students' abilities in learning are still very low, because the minimum standard is 70. This improvement can be seen from the increase in the average score of students' reading comprehension which is summarized in the table of the finding result.

Table of the Finding Result

Kinds of test	Pre-Cycle	Cycle I	Cycle II
The Total of Score	1060	1340	1760
Mean	50.48	63.81	83.81
increase in students' average score		13.33	20

In cycle I students showed improvement but still did not meet the minimum standard score, and the average score was 63.81. Therefore, the researcher continued in cycle II. In cycle II students showed improvement in STT learning with a very high average score of 83.81 which was sufficient to meet the minimum target score.

Factors that can improve students' reading comprehension skills by using STT, namely the cooperation and discussion in groups that make students more active and more creative in channeling their thoughts. The teaching materials used by the teacher must also be interesting so that students are not bored in receiving learning materials, therefore the writer use balls to increase student attractiveness, and provide a little game at the beginning or in between lessons so that the atmosphere in the

classroom is not too tense and monotonous, that way. Strategies and media used in lessons are also important to improve reading comprehension in recount texts. Teachers must be more creative in thinking about this so that students more easily capture learning material, are more active, motivated, and enthusiastic in carrying out learning in the classroom.

CONCLUSIONS

Based on the researcher's discussion in the previous chapter, the researcher can conclude the results of the study the implementation of snowball throwing technique improves the students' reading comprehension of recount texts at eighth grade of SMPN 1 Malo. First, explained about the recount text material, the definition of STT, and the steps of using STT. Second, forming students into small groups of 5-6 students as well as choosing a leader in each group, grouping students based on the level of students randomly which will make them more active and focused while learning. This learning lasted for \pm 20 minutes. Third, distributing recount texts that have a glossary in each text, along with several question sheets and several sheets of worksheets where each student writes questions based on the reading topic explained. Fourth, students wrote questions that had been prepared by the researcher, after which they squeezed the paper like a ball. Then students throw the question ball from one student to another such as, group "A" throws a question to group "B" and so on. Fifth, after that students will get one ball or one question, and then they have the opportunity to answer the questions written on the ball-shaped paper.

STT can improve students' reading comprehension of recount text. Students' achievements in reading comprehension can be seen from the results of the average score which increased from pre-cycle (50.48), cycle I (63.81), to cycle II (83.81). So that learning to read using the snowball throwing technique (STT) can be implemented in reading materials, especially recount texts that develop during learning activities through snowball throwing techniques is good. The students said that they felt happy and motivated because of learning by

using snowball throwing technique (STT) and the learning was very interesting for them. The writer also provided a glossary on the recount text to help students understand the reading text and provided rewards, thus providing more motivation to students.

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