

CHAPTER II

SNOWBALL THROWING TECHNIQUE IN TEACHING READING COMPREHENSION

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is one of the main important elements for learning English. Reading comprehension is very important because it is the ability to understand the information that has been read. Reading is also an activity in order to obtain information conveyed by the author in the form of reading. Pourhosein Gilakjani & Sabouri (2016:230) state that reading is the process of making meaning from written texts. According to Aziz (2020:102), reading is the ability to recognize and understand the contents of something written (written symbols) by reciting or digesting it in the heart.

In addition, reading comprehension is a complex process that involves a combination of text and readers. According to Reza Ahmadi *et al* (2013:238), reading comprehension is a complex cognitive ability that provides the ability to integrate text information with the reader's background knowledge and produce explanations of mental representations.

From the discussion above, it can be concluded that reading comprehension is the ability to understand the contents of a written text so that the reader can understand the message conveyed by the author.

2. Kinds of Reading

Reading is an activity carried out by someone to interpret, process, understand, and obtain information from the author related to the message read. In reading there are four types of reading by Patel & Jain (2008:117), namely:

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. In addition, intensive reading is also a program of reading activities carried out accurately, where the reader reads the text carefully with the aim of understanding its contents in detail in an effort to grow and hone critical reading skills.

b. Extensive Reading

Extensive reading is the activity of reading as much as possible. In extensive reading activities, students who carry out these activities will read for their pleasure. Material for extensive reading will be selected at a lower level of difficulty than for intensive reading. This happens because extensive reading aims to train students to read directly and fluently. In addition, extensive reading is also a type of reading activity that is carried out carefully from a variety of diverse reading sources, and is a process that is carried out extensively and aims to simply understand the important contents of reading material quickly and briefly.

c. Aloud Reading

Reading aloud is a way of reading writing aloud, high, or aloud. Reading aloud is also an activity or skill of reading and understanding complex readings with clear speech and intonation. Aloud reading is reading activity that must be give to the primary level, because in this base of the words pronunciation.

d. Silent Reading

Silent reading technique is a technique of reading quietly. Which means one reads silently. This activity is done to get a lot of information.

From the explanation above, the researcher used extensive reading to apply the Snowball Throwing Technique in the classroom. It will help students to get a lot of vocabulary and text information by applying this Snowball Throwing Technique.

3. Aspect of Reading

The aspects in reading comprehension that are commonly used are:

a. Main Idea

The main idea is the idea that is the subject of paragraph development. According to Nurhadi (2005:72) main idea is how to find information in a paragraph or in written form. The main idea is very important in a paragraph because every sentence in a paragraph must refer to and relate either directly or indirectly to the main idea, so that the reader knows the essence of the reading and the information conveyed by the author.

b. Specific information

Specific information is information that refers to a fact or an exact description of something mentioned in the text. Reading specific information involves understanding what information, what to look for, as well as finding the relevant passages effectively to get a complete and detailed understanding.

c. Vocabulary

Vocabulary is a part of a particular language. According to Iqbalullah (2018:17) vocabulary is a very important component, it can even be called a key in learning a foreign language. Vocabulary is also the main tool that must be owned by someone who will learn a language, because vocabulary functions to form sentences, express thoughts and feelings perfectly, both orally and in writing.

d. Reference

References are words or phrases used before or after references in reading material. References are used to avoid unnecessary repetition of words or phrases. That is, words are used to be a signal for the reader to find meaning else where in the text or are sometimes called pronouns.

e. Inference

In addition to references in reading, we can also find them as inference. Lexically, inference means conclusion. In the field of discourse, the term has the meaning of a process that must be carried out by the reader or listener to understand the meaning that is not literally contained in the discourse expressed by the speaker or writer.

Based on the explanation of the theory, in teaching reading comprehension, the researcher will focus on 5 indicators based on the problems faced by students, namely, main ideas, specific information, vocabulary, references, and inferences.

B. Snowball Throwing

1. The Definition of Snowball Throwing

Snowball Throwing is a learning model that explores students' leadership potential as well as question making-answer skills combined through imaginative games of forming and throwing snowballs in paper form. Snowball Throwing is also a learning method that begins with the formation of a group represented by the group leader to get an assignment from the teacher then each student makes a question that is shaped like a ball (question paper) then throws it to other students, each student answers questions from the ball. Which is obtained. According to Meyla Mufida (2021:1583), the snowball throwing technique is a technique that requires students to be active in teaching and learning activities.

This Snowball Throwing model trains students to be more responsive to receiving messages from other students in the form of snowballs made of paper, and convey the message to their friends in a group. According to Ginting *et al* (2021:109) Snowball Throwing encourages students to be active in speaking participation in class because this method contains rich communication in which students must be active.

From the above understanding, it can be concluded that the Snowball Throwing Technique is a cooperative learning model that is carried out through imaginative games and throwing snowballs in paper form and is a technique that requires students to be active in learning.

2. Procedure of Snowball Throwing

In teaching English, teachers need to have a good teaching plan as well as to get good results. Therefore, the teacher prepares lesson plans to find out what will be done in class. It is very important to think about the technical procedures that will be taught in class to achieve a higher quality reading comprehension. According to Ponda Sari Styawati & Syamsul Rizal (2017: 279) The procedures of the Snowball Throwing Technique are:

- 1) The teacher provides material to be taught to students.
- 2) The teacher forms several groups and one as group leader in each group to provide an explanation of the material.
- 3) Each leader returns to his group and explains the material the teacher has explained to his group members.
- 4) Each student is given one sheet of paper and writes questions related to the material.
- 5) Then the paper is made into a ball and thrown to one student and passed on to other students for approximately 5 minutes.
- 6) After students get one ball or one question, students are given the opportunity to answer the questions written on the ball paper.
- 7) The teacher makes a conclusion.
- 8) Closing.

The researcher is going to modify the Snowball Throwing procedure. Technique based on the expert explanation. The researcher modified the snowball throwing procedure because the researcher wanted to make it easier for students to understand the procedure and help the researcher more easily apply the technique. The procedure are:

- 1) Explaining the snowball throwing technique in the learning process.

After explaining the activities carried out, prepare several things for this game, such as paper, pens, and others. The things used to start this game are to improve reading comprehension.

- 2) Students are divided into 4 groups. One group consists of five students. 4 members and 1 group leader.

Students are divided into four groups, where one group consists of five people. The division of these groups is done randomly so that students can work together with other friends.

- 3) The teacher explains descriptive text material related to tourist attractions and famous historical buildings which later students will be asked to determine some aspects of reading.

The teacher will explain the descriptive text material, as well as provide some examples or ways to determine aspects of reading.

- 4) The teacher will give 1 descriptive text and 1 question related to the material in the descriptive text for each group.

The questions given by the teacher relate to aspects of reading. This is done so that students know how to find main ideas, specific information, vocabulary, conclusions and references in a text.

- 5) Students are given time to discuss in their respective groups and each group writes down their answers on a piece of paper.

- 6) The group that has finished writing the answers on a sheet of paper will be saved by the group and the questions obtained beforehand will be formed into snowballs.

- 7) Then the teacher will ask each group leader to determine one of its members to come to the front of the class to throw snowballs to other group members.

After the group leader determines which members to come to the front of the class, the student will face other group members to throw snowballs, if in throwing the ball one person gets 2 or more balls, it will be re-thrown.

8) Group members who are hit by the ball will be forwarded to other members for approximately 5-10 minutes, then each member in 1 group will be asked to answer questions from the snowball.

This is done so that students in their groups are active in class and each group that has received questions determines the main idea, specific information, vocabulary, inference, and reference, then the questions for the group will be randomized to other aspects of reading.

9) If the group hit by the snowball can answer the question correctly, then the group will get 20 points.

10) If a group gets the most points, then that group will win and the losing group will get a punishment from the teacher.

The punishment given is in the form of entertainment so that the conditions in the class are not tense.

3. Advantages and Disadvantages of The Snowball Throwing Technique

The Snowball Throwing has its advantages. According to Gani & Yusuf (2017:20) using the snowball throwing in class activities has advantages such as:

1) Can bring students to situations where they can not only understand the text in preparation for asking and being asked in the teaching and learning process.

Because it is interesting, students pay attention to reading the text and prepare themselves to make questions or answer questions as best they can.

2) The snowball throwing technique focuses on the activeness of students to work in groups and provides opportunities for students to construct some questions based on assignments or reading texts given by the teacher. As a result, students not only think, write, ask and speak but also perform physical activities, namely rolling paper and throwing it to other students.

- 3) The snowball throwing technique can also be used as a clustering strategy or as a way to hold students accountable for randomly assigned sections of a larger set of information.

This is one way to improve students' reading comprehension. Meanwhile, the use of the snowball throwing technique also has a weakness in improving reading comprehension. According to Gani & Yusuf (2017:20) the disadvantages of the snowball throwing technique are:

- 1) This technique does not work well in easy lessons because students can easily answer questions, and they waste time not discussing the material but talking about other things in their group.
- 2) This technique creates a noise level that may be uncomfortable for some teachers.
- 3) In applying this snowball throwing technique the teacher must understand the previous weaknesses and try to find solutions if they occur in class as well as to overcome potential problems in the classroom.

Therefore, the researcher plans to make students enthusiastic and able to work together in finding alternative solutions to complete the application of the snowball throwing technique in improving students' reading comprehension.

C. Previous Study

Some researchers had conducted research that focused on the snowball throwing technique in their research.

First, Gani & Yusuf (2017) untitled "The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension" Based on the results of this study, it can be concluded that there is a significant improvement in the application of the snowball throwing technique and indicates that activities in this technique can build students' reading comprehension skills and further enhance their social interactions among peers.

Second, Meyla Mufida (2021) untitled “Improving Student Reading Comprehension Through Cooperative Learning (Snowball Throwing) at Senior High School” Based on the results of this study, it can be concluded that the cooperative learning method using the game snowball throwing can make it easier for students to understand reading. This snowball throwing technique also increases students' creativity in making questions and answering questions so that students can easily understand and work together in groups. In addition, the cooperative learning method also makes it easier for students to understand the contents of the reading, because students are taught in detail in analyzing reading in a way that is more exciting and not too encouraged in books.

Third, Ginting *et al* (2021) untitled “The Effect of Using Snowball Throwing Method and SQ4R Method for Students' Reading Comprehension Skill at SMA Negeri 1 Kuala Stabat” Based on the results of this study, it can be concluded that the Snowball Throwing method has a significant effect on students' reading comprehension skills in reading News Item Text. On average, students who were taught by the Snowball Throwing Method and the SQ4R Method had a higher score than the students who were taught by the control group method. Students taught by the Snowball Throwing method also had higher scores than students taught by the SQ4R method.

Fourth, Ponda Sari Styawati & Syamsul Rizal (2017) untitled “Teaching Reading Comprehension Through Snowball Throwing Teaching Technique” Based on the results of this study, it can be concluded that the snowball throwing learning technique is effective in improving students' reading comprehension. Snowball Throwing makes it easy for students to understand the text and students are also interested in learning English, especially for reading material. Students also feel happy so they become enthusiastic about the material provided, and students are more interested in learning English lessons.

Fifth, Linda Muslita (2022) untitled “The Impact of Using Snowball Throwing Technique in Improving Students' Reading Comprehension” Based

on the results of this study, it can be concluded that the snowball throwing learning technique has a positive influence on students' reading comprehension skills and this technique can increase student participation actively during the teaching and learning process.

From their previous research, they focused more on using the snowball throwing technique in learning to read texts as well as the effect of using this technique in classroom learning, the research that will be conducted using the same method will focus more on improving students' reading comprehension.

