THE EFFECT OF SNOWBALL THROWING STRATEGY TOWARDS STUDENTS' NARRATIVE READING COMPREHENSION

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ABSTRACT

This research paper aims to determine The Effect of Snow Ball Throwing Strategy Towards Students' Narrative Reading Comprehension Grade at the Tenth of SMAN 6 Pandeglang. This study uses a quantitative approach with a quasi-experimental design research method, which uses three concepts, namely, pre-test, treatment and post-test. The population was 180 students and the samples of this research was 72 students that consisted of 36 students of experimental class and 36 students of control class. The result of post-test both experimental class and control class, after getting the treatment the result of experimental class is 69.30 and control class is 68.47, it means the result of experimental class is higher than control class. In addition, based on the paired samples t-test with the level significant 5% (a=0.05), it found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Because the significance (2 tailed) result the experimental class was lower than level significance 5% (0.000 < a=0.05). The result reveal that using the strategy of throwing snowballs is very helpful and easy for students to learn, this media can improve students' reading comprehension. Based on the result in this study, that the strategy throwing snowballs is very useful for teachers to improve students' reading comprehension, and easy to learn for students.

KATA KUNCI

Melempar Bola Salju
Pemahaman Membaca
Strategi
Cerita

ABSTRAK

Makalah penelitian ini bertujuan untuk mengetahui Pengaruh Strategi Melempar Bola Salju Terhadap Pemahaman Membaca Narasi Siswa Kelas X SMAN 6 Pandeglang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian desain quasi eksperimen, yang menggunakan tiga konsep yaitu pre-test, treatment dan post-test. Populasi berjumlah 180 siswa dan sampel penelitian ini berjumlah 72 siswa yang terdiri dari 36 siswa kelas eksperimen dan 36 siswa kelas kontrol. Hasil post-test baik kelas eksperimen maupun kelas kontrol, setelah mendapat perlakuan diperoleh hasil kelas eksperimen sebesar 69,30 dan kelas kontrol sebesar 68,47, artinya hasil kelas eksperimen lebih tinggi dibandingkan kelas kontrol. Selain itu, berdasarkan uji berpasangan sampel t-test dengan tingkat signifikansi 5% (a=0,05)

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diketahui bahwa hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Karena signifikansi (2 tailed) hasil kelas eksperimen lebih rendah dari taraf signifikansi 5% (0,000 < a=0,05). Hasilnya menunjukkan bahwa penggunaan strategi melempar bola salju sangat membantu dan mudah dipelajari siswa, media ini dapat meningkatkan pemahaman membaca siswa. Berdasarkan hasil penelitian ini, bahwa strategi melempar bola salju sangat berguna bagi guru untuk meningkatkan pemahaman membaca siswa, dan mudah dipelajari oleh siswa.

INTRODUCTION

English as an international language is used by people around the world. They use English to communicate with each other. In Indonesia, English is also used as the third language after the mother tongue and the national language (Indonesian). In the aspect of education, English is very important because it is learned from elementary school until university. English has four skills that must be learned and mastered by students. The four skills are listening, reading, speaking, and writing. These four skills are not easy to be mastered by them. Reading is one of the four aspects of English skills, where reading is an activity of reciting a writing by looking at reading material and demanding an understanding of the meaning in words.

Based on the researcher experience when carrying out Field Practice activities (PPL) at SMAN 6 Pandeglang, the researcher found several problems faced by students and teachers in the learning process of reading

comprehension. The researcher found that the students are lack of interest and enthusiasm on learning. They looked shy and fear of using English. Besides that, textbooks are considered less attractive. In addition, most students forget to use tenses even though in English, especially in reading. Tenses are one of the most important parts that must be mastered by students. The next problem faced by the teacher is the lack of interest and enthusiasm for student learning, the teacher as a teaching center, the lack of student response, and the insufficient allocation of study time.

In addition, there are several problems faced by students, such as students lack of confidence, limited study time, difficulty in pronunciation, difficulty understanding grammar or grammar in the context of tenses and words that have multiple meanings, difficult to translate, not having friends to practice so many people stop learning English even though this is very important and making friends nowadays is not difficult, especially since the goal is to both master English, besides that we can use learning applications that relate to many people. There are also students who think that English is complicated, pronunciation and various language dialects which makes students feel more and more difficult in the process of reading narrative text, other problems faced by students in learning reading comprehension include difficulty in recognizing letters, difficulty in spelling, lack of understanding punctuation, difficulty understanding the content of reading. There are several texts in English for student mastery in class X SMA consisting of descriptive text, explanation text, recount text and narrative text. Based on the curriculum in schools asking students to master various types of text, one of which is narrative text studied in class X SMA, the researcher took narrative text as learning material in this study. Narrative text is a text that tells a series of events sequentially and are connected to one another. The same thing with recount text, narrative text also aims to entertain the reader, but in narrative text, there is a conflict in the story, besides that there is there are several problems faced by students, such as: students do not master the vocabulary, they feel lazy when learning English, the strategies or methods presented by the teacher are less interesting, this makes students have difficulty learning to read. To help students improve their reading skill, researcher use the Snow Ball Throwing strategy as a classroom learning method.

based on the limitation of the problems above, the formulation of the problems can be formulated: is there any significant effect of snowball throwing strategy towards students' narrative reading comprehension in grade tenth SMAN 6 Pandeglang in academic year 2023/2024?

In conducting research, the researcher hopes that this research can be useful for the teachers, the students and the readers:

- For the teacher: a teacher can use the snow ball throwing strategy as a learning method in class and can explain to students how to use the Snow Ball Throwing strategy.
- For the students: a student is expected to be able to listen to the opinions of others, train creativity and imagination in making questions, work more together, help each other, and be active in learning.
- For the readers: readers are expected to be able to apply the Snow Ball Throwing strategy as a learning method both in reading skills and other learning skills.

RESEARCH METHODE

In this research, the researcher used a quantitative approach, which utilized data collection to determine the effect of the techniques used in this study. In particular, the researcher use a quasi-experimental design which has two variables in this study. This study used two classes as samples and was divided into two, namely: the experimental class and the control class.

The population in this study were class X students at SMAN 6 Pandeglang for the 2023/2024 academic year, which consisted of five classes with a total of 180 students. The study took two classes that would be used as research samples, namely class X-5 as an experimental class totaling 36 and class X-4 as a control class totaling 36. The reason the researcher chose class X-5 and class X-4 was because the problem to be studied was almost the same, making it easier for researcher to conduct research in class X-5 and X-4 because the English lesson schedule is the same duration, namely 60 minutes or one face-to-face meeting.

The data 's results will be analyzed by the following tests:

1. Normality

    "Normality testing is a test of the normality of the data distribution".
    The form is adopted from (Ary, 2014:202).
    The researcher analysis the normality data in Kolmogorov-Smirnov in SPSS software 22 by comparing p-value with a = 0.05.

2. Homogeneity

    "Homogeneity Measures Other internal-consistency measures of score reliability do not require splitting the test into halves and scoring each half separately. These procedures assess the inter-item consistency, or homogeneity", of the items (Ary, 2014:262).
    The researcher analysis the homogeneity data in SPSS software 22 find out the homogeneity of the data.

3. Hypothesis Test

    According to (Ozdemir, 2016:168) "hypothesis test is a statistical test that is used to ascertain whether we are allowed to assume that a certain condition is true for the entire population, given a data sample". If the tests indicate that observed relationships had only a slight probability (< 0,5 %) of occurring by chance, the null hypothesis becomes an unlikely explanation, and the researcher rejects it. The decision to reject or not reject the null hypothesis has direct relevance to the status of the original research hypothesis. If the result of calculating the data reject the null hypothesis, the researcher concluded that there is a significant effect between the variables of the study in the population, just as the research hypothesis predicted (Ary, 2014:101).

RESULT AND DISCUSSION

The researcher presented the result of analyzing of pre- test and post-test in figure out whether there is significant effect of using strategy now ball throwing towards student's reading comprehension skill. The researcher, which began in July and continued through August, was carried out in the tenth grade of SMAN 6 Pandeglang. The information came from both the experimental and control classes. In the experimental class, strategy snow ball throwing was used, whereas strategy lecture was used in the control class. The reading comprehension is the instrument used in this study, and it has two parts: a pre-test and a post-test. The researcher gave the pre-test to the understudies before treatment.

In addition, this research was carried out in seven meetings, it started by giving pre-test to the students at the beginning of the meeting, which aimed to measure the comprehension of students understanding of narrative text material before getting the treatment. The following meeting, students got their respective treatments, which was carried out for five meetings. In order to assess students were given the identical question to complete in the most recent meeting which was also known as the post- test.

Table 1 THE DATA OF DESCRIPTIVE STATISTICT

	N	Min	Max	Mean	Std. Deviation
Pre-Test Exp	36	35	80	59,72	9.856
Post-Test Exp	36	45	85	69,3	8.987
Pre-Test Control	36	45	80	60,5	8.880
Post-Test Control	36	45	85	68,47	8.401
Valid N (listwise)	36				

Based and result of the descriptive data statistic above, from 36 students (N) on pre-test experimental class, the minimum score that is 35, while maximum score is 80, the average or mean of this score is 59,72 and the standard deviation is 9,856. For the post-test experimental class, the minimum score that is 45, while the maximum score is 85, the average or mean of this score is 69,3 and the standard deviation is 8,987. Meanwhile, for control class from 36 students (N) the score pre-test gets the minimum score that is 45, and the maximum score that is 80, so mean of this test is 60,55 and the standard deviation is 8,880 and for the post-test of control class the minimum score that is 45, maximum score is 85, the average or mean of this score is 68,47 and standard deviation is 8,401.

Table 2 Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student	pre-test	.128	36	.146	.969	36	.412
Result	experiment						
	post-test experiment	.141	36	.066	.952	36	.120
	pre-test Control	.148	36	.045	.938	36	.043

		.154	36	.030	.953	36	.126
	post-test Control						

Based on the data above, it can be seen that the significant of data experimental and control class use Kolmogorov-Smirnov is higher than 5% (>0.05), where for pre-test experimental class is 0.146 > 0.05 and post-test

0.066 > 0.05, while pre-test control class is 0.045 > 0.05 and post-test is

0.030. As the result, that the score of data each class is in normal distribution.

Table 3 Tests Homogeneity of Pre-Test Experimental Class and Control Class

Levene Statistic	df1	df2	Sig.
.001	1	70	.981

The data is homogeneous if the significance is higher than level significance 5% (> a=0.05). Based on the table above, the data of pre-test both experimental class and control class are homogeneous, because the score of significance is higher than level significance, that the score is 0.981

> 0.05. As the result, pre-test of experimental class and control class have the identical variants.

Table 4 Tests Homogeneity of Post-Test Experimental Class andControl Class

Levene Statistic	df1	df 2	Sig.
.019	1	70	.890

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% (> a=0.05). Based on the test homogeneity above it is proven that the score of significance is higher than level significance, where 0.890 > 0.05. As a result, it is determined that the data homogenous, which means that post-test both the experimental class and the control class have the identical variants as well.

Table 5 PAIRED SAMPLES STATISTICS

			Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment		59.72	36	9.996	1.666
	Post-Test Experiment		69.30	36	9.114	1.519
Pair 2	Pre-Test Control		60.55	36	9.006	1.501
	Post-Test Control		68.47	36	8.520	1.420

In addition, the data of post-test is called homogeneous if the significance is higher than level significance 5% (> a=0.05). Based on the test homogeneity above it is proven that the score of significance is higher than level significance, where 0.890 > 0.05. As a result, it is determined that

the data homogenous, which means that post-test both the experimental class and the control class have the identical variants as well.

Table 6 PAIRED SAMPLES T-TEST

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment – Post-Test Experiment	-9.583	13.594	2.265	-14.183	-4.983	-4.230	35	.000
Pair 2	Pre-Test Control – Post-Test Control	-7.916	5.778	9.631	-9.871	-5.961	-8.220	35	.000

According to the table's paired samples t-test, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted due to the fact the level significance is lower than the results of the significance (2 tailed) test 5% (0.000 < a=0.05) for both the experimental class and the control class.

CONCLUSION

Based on the result and discussion chapter, the conclusion can be concluded that teaching English in the tenth grade of SMAN 6 Pandeglang using the Snow Ball Throwing Strategy is effective, especially on students' reading comprehension mastery in narrative text lesson. It can be seen in the data of descriptive statistic, comparing the result of post-test both experimental class and control class, after getting the treatment the result of experimental class is 69.30 and control class is 68.47, it means the result of experimental class is higher than control class.

In addition, based on the paired samples t-test with the level significant 5% (a=0.05), it found that the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. Because the significance (2 tailed) result the experimental class was lower than level significance 5% (0.000 < a=0.05).

In short, based on the result that the Snow Ball Throwing Strategy is an effective teaching strategy for teaching and learning reading comprehension in narrative text lesson at the tenth grade of SMAN 6 Pandeglang. By using this strategy, the students are more active and motivated to study reading comprehension especially in narrative text. As a result, it is possible to greatly enhance students' reading comprehension of narrative text.

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