



The Implementation of Snowball Throwing Strategy in Teaching Reading Narrative Text Class X of MA Miftahul Ulum Bettet Pamekasan

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Abstract

This research was conducted to determine the application of snowball throwing method which is used to determine the reading ability of class X IPS F MA Miftahul Ulum Bettet Pamekasan in reading English sentences. To analyse the data, the researchers used method of throwing snowballs. The design of this study is descriptive qualitative. The Researchers used three techniques in collecting data, namely observation, interviews and questionnaires. The results of the implementation show that snowball throwing made the students became very enthusiastic in carrying out the snowball throwing strategy. Further, the results of the problems faced by students in reading narrative texts were phonics problems of 8 students, fluency problems of 10 students, vocabulary problems of 5 students, and finally competence problems of 10 students. While the results of internal and external factors that affect students' ability to read narrative texts are that 33 students experience internal and external factors in reading narrative texts.

Keywords: Strategy, Snowball Throwing, Reading Narrative Text

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INTRODUCTION

Education plays a very important role for someone. Education becomes a reference in improving life, through the application of education that is owned to support life. In the world of education, a person has the right to get education according to UU No 2 of 2012 education is a conscious and planned effort to create a learning atmosphere and learning process for students to actively develop their potential to have religious spiritual strength, personality, intelligence and noble character, therefore without education a person will not be able to direct his own life in a directed path. Through aspects of education, skills and positive thinking can provide increased knowledge not only in school but in life. The component of education in school is important because in school a someone will know anything that was previously known, it is different from education that someone meets at school. This life is the basis of the education implemented in schools.

English is a lesson that is able to make someone think strongly innovatively because the point of view of English has a real contraction in learning to produce optimal results. English is also an important influence on the background of the process of in achieving the target language. English lessons are the main subjects in learning that are useful in producing an understanding of international languages. English is the science of language to prepare basic reasoning, and strong innovative perspectives can be created through learning English, because it has a solid and clear construction and linkages between hypotheses with the aim of training to make someone more talented English based on description Gusventini (2022).

Learning English is very complex because English consists of four skills, namely reading (reading), writing (writing), speaking (speaking) and listening (listening). To achieve perfect English skills, professional language instructors are needed in order to produce quality students. Apart from that, mastery of material and practice must be given in a balanced portion. Proficiency in various English is a complete process or an underlying component in learning more especially in the field of English. In the four skills in English, if someone is able to master it, it makes a perfect understanding of English based on Megawati's (2016) description. According to Mulyadin cited in Hadi (2016) reading is an activity that goes through a communication process between the reader and the writer through writing and reading has a broad meaning, lexically reading has the meaning of obtaining or getting information from a text or reading from the reading source such as books, newspapers, novels and so on. Hadgson in (Hadi, 2016) argues that reading is an activity that is carried out and used by the reader in order to produce messages conveyed by the author through written language media. Above it can be concluded that reading is an activity process that understands writing into something meaningful. The role of reading in education is the most important factor. Every teaching and learning activity is played by the material or chapter in the guide book that is applied by the teacher to his students. Through achievement of intensive reading, someone must be able to understand the material of reading certain manuals because the main contents of the book contain important things and this activity can add insight.

Research Design

The researcher used descriptive qualitative research because in this research the researcher implementation of snowball throwing method to know reading ability students class X IPS F MA Miftahul Ulum Bettet Pamekasan. According to (Priharsari & Indah, 2021)

qualitative research is a flexible type of research. Design fits data, features are not structured/non-numeric, prioritizes themes of important roles, explores a number of cases but is very detailed and thoroughly analysed verbs, not statistics. According to this definition, qualitative research is a form of social design research that is influenced by the presence of data. Therefore, the design of research methods may vary depending on the type of data collected. Apart from that, qualitative research also offers a lot of scope.

Participant

This research was carried out at students class X IPS F MA Miftahul Ulum Bettet Pamekasan.

Data Collection/Procedures

The data and data source in this research were related to research objectives to describe implementation of snowball throwing method to know reading ability students class X IPS F MA Miftahul Ulum Bettet Pamekasan, in this research researcher used three technique is observation, interview, questionnaire.

Data Analysis

The data analysis are conducted through 1) data collection which is the researcher choose the selected data 2) concluding drawing by giving the findings implementation of snowball throwing method to know reading ability students class X IPS F MA Miftahul Ulum Bettet Pamekasan.

FINDING AND DISCUSSION

1) Implementation of Snowball Throwing Strategy in Teaching Reading Narrative Text

The initial step before the application of the method took place, Mr. Qudsi first greeted the students and the students spontaneously returned the greeting from Mr. Qudsi, followed by greeting Mr. Qudsi to students about today's news and asked who was not in, after that Mr. qudsi did the implementation of snowball throwing to students using narrative text as material, the activity lasted for 40 minutes in class and at the end of all these activities Mr. Qudsi gave motivation to students to be enthusiastic about learning then Mr. Qudsi closed today's activities by greeting again to students then the female students also responded to Mr. Qudsi's greeting together and spontaneously.

When the researcher followed the process of applying the method through the concept of collaboration with the English teacher, the material used was narrative text which was applied to female students in the class by forming several groups, each group having its own leader. When Mr. Qudsi implemented the snowball throwing, of course it was very well conceptualized so what the researchers could see, the students became very enthusiastic and enthusiastic about implementing the method.

2) Problem Face by Student in Reading Narrative Text

The findings above are in accordance with the opinion of (Wierman 2021) who said that **phonic** instruction teaches students how to build relationships between sounds and letters and how to use words. In this case students must be careful in combining these two things so that students' reading skills become better.

Data 5

"I often feel bored when I read, the phonic factor that always appears when I read" It was not only Rauda who experienced this is the same as the problem experienced by students named Fadiya and Faizah who also experience problems with the phonics part of reading.

Data 9

"dita said "when I read the part of the phonic level that was the most disturbing as a result my reading ability became low and I rarely visited the library" another answer the researcher also got from a student named Halima also agreed answer.

Data 7

" level of problems that often arises when I read is at the phonic level because in my opinion, I lack motivation and enthusiasm in learning". The problems faced by Lina are also experienced by female students named Maimuna and Dina in problems that often arise when reading.

Another statement in accordance with the opinion of (Wierman 2021) argues **fluency** is the ability to read as well as someone speaks and understand what is being read without having to stop or pause to decode words. In this case, students should read books or texts more often so that their fluency increases and they don't get stuck in reading.

Data 1

"Fathul said "I was not fluent in reading so my reading ability was very minimal". This is also in line with the student named lim in terms of problems and reading ability.

Data 4

'Rofiqoh said "when I read the problem I most often faced was in the fluency section so that the problems I experienced were very clear when I read every day", this was also the same as students who named Ivada and Nia also admitted that when Ivada and Nia read the most dominant factor of fluency appeared when reading so that their reading ability became a little disturbed and became low.

Data 8

"Rima said "who admitted that the obstacles I experienced in reading activities were from the fluency factor because I rarely read or collect books "in this case it is also in line with students named Sinta and Dwi when reading especially in reading English sentences

Data 13

'Ibtisam said"the problem I experienced when I read was in the fluency section because in my opinion the writing and pronunciation in English are not the same that makes my fluency level low" this is also in line with the student named Refa in reading activities as a result the steps taken for reading activities so that they become better are not carried out properly and reading skills are low.

Based on the findings above, it can be adjusted with the opinion of (Wierman 2021) who argues that **vocabulary** is very closely related to reading comprehension, and can be absorbed or learned both orally and through print. In this case, it is necessary to take action from the students to further add to their vocabulary or the way the teacher orders students to memorize vocabulary at each meeting.

Data 2

yusri said "in my activities reading which had problems, namely in the vocabulary" this was also the same as the problems experienced by the student named Ika for her reading activities who also experienced problems.

Data 11

"the problem is my vocabulary level is low so I can't read effectively" this not only happened to Linda but also happened to female students named Fitria and Anisa while reading texts or books in English.

The last problem comes from comprehension. The level of understanding of students in reading that was seen by researchers was very lacking, when researchers asked students to look for main ideas in a text in a paragraph the students answered with wrong The statement above can be adjusted with the statement of (Wierman 2021) who argues that comprehension skills can predict, conclude, make connections and analyze what is being read. In this case, it is a solution for teachers to further enhance learning for students in explaining or teaching reading to students.

Data 3

"when I read a very striking problem was at a very low level of comprehension of the contents of the text she was reading because I only visited the library once a week". It was not only Laila who experienced problems with reading comprehension, students named Aini and Naila also experienced the same thing when reading.

Data 6

"Fatima said in the process of reading obstacles for me in terms of comprehension". This is the same as the problem experienced by students named and Munawaroh who also experience problems with the part of reading.

Data 10

"Fauziah said "because I was lazy in studying, so the problem that I experienced while reading was in the comprehension" it is also the same as the problem experienced by female students named Rohmah at the problem level which they often read.

Data 12

" Zaima said "what happened to me when reading was on comprehension because English was indeed difficult for me" not only Zaima who experienced problems like Risa students named Risa and Nisa also experienced something like this.

The fact is that students in class X IPS F, in terms of the problems they experience when reading, of course experience many problems and these problems arise while reading, the researcher can classify these problems with the results of interviews with students in the form of problems in phonic awareness students do not experience this, but in other problems students in class X IPS F experience many problems as well as problems in phonics consisting of 8 students, problems in fluency consisting of 10 students, the problems in vocabulary consisting of 5 students, and finally the problems in competency consist of 10 students.

3) Internal and External Factor that Influence Students in Reading Ability Narrative Text

The description above is in accordance with the theory stated by (Siumarlata 2019), namely the factors that influence students' interest in reading because a **lack of motivation makes students** not have the desire to read books even though they already know the benefits of reading books and female students often spend time with students who are diligent in reading. In this case, as a student, you should be made aware again to be even more active in reading and have to see or join other female students who are diligent in reading.

Data 4

The following are the results of the answers to the questions given by the researcher to the student named Nia, that is, the internal factor is ***the student has no motivation***, this is also the same as the student named Rauda and Fadiya in this case.

The statement above is in accordance with the opinion of Siumarlata (2019) which reveals that ***the lack of interest of the book*** in reading in adolescents and children can also be due to a lack of facilities, where books in the library are very limited so that students are not interested in reading them because of a lack of new books and books that students need. In this case, it is directed towards officers in the library section to be able to communicate with the school principal or curriculum assistant to add a limited collection of books and those that are needed by students.

Data 1

Based on the results of the questionnaire conducted by the researcher on a student named Fatul, it is related to internal affect the student's non-fluency in reading narrative text, namely ***the cover of the book which is less attractive*** so that she becomes uninterested in reading. This is also the same as the answers of other students named Iim and Yusri who also experienced the same internal factors as fatalities as well as external factors.

Data 6

The researcher also got another answer from a student named Lina, the internal factor was ***the unattractive book cover***, not only Lina who experienced factors such as the students named Maimuna and Dina also experienced the condition something like that.

Data 7

The researcher also got another answer from a student named Rima as a factor in the inner story, namely ***the cover of the book which was less attractive*** so that Rima became lazy to read, so the student became less enthusiastic about learning, especially in reading, this was also the same as other students named Sinta and Dwi. If reading activities are lacking, it is a negative impact on students in that their reading ability becomes very small and their learning activities both outside the classroom and outside the classroom become imperfect.

The findings above are in accordance with the opinion of (Siumarlata 2019) who said that cultivating good reading habits is very important for the future not only academically, but also in everyday life where good reading habits can be carried out for current developments such as reading habits from an early age. In this case the researcher hopes that class X IPS F students ***not use this free time to read books*** and study because the time that is very available if it is not used is just wasted so make use of your time in reading.

Data 9

Based on what researchers got when researchers asked questions and were answered by a student named Fauziah, namely ***not using spare time to read*** as an internal factor, this is also in line with the student named Rohmah and Linda on the factor of inside and outside that affect students' reading difficulties in narrative text.

Data 5

Based on the answers the researcher got from a student named Faizah, related to internal factors that affect the reading activities of narrative texts to become not fluent is ***not using their free time when reading*** is an internal fact also in line with the answers of other students named Fatima and Munawaroh as a result, the enthusiasm of the students became less due to factors that influenced them when reading.

Data 8

In other matters the researcher also got answers from the activities carried out in the class in the form of asking all female students named Dita that the internal factor that she experienced when reading was ***not using free time to read books***. This is also in line with female students named Halima and Anisa who also experience such factors.

Data 9

Based on what researchers got when researchers asked questions and were answered by a student named Fauziah, namely ***not using free time to read books*** as an internal factor, this is also in line with the student named Rohmah and Linda on the factor of inside and outside that affect students' reading difficulties in narrative text.

The description above is based on the theory put forward by Siumarlata (2019) who argues that student achievement in reading depends on the difficulty level of the text. Thus it can affect student learning achievement to be low. In this case, the teacher should give texts to students according to the ability of the students to understand the contents of the text so that if students also get text that matches their understanding of the text, students will be more enthusiastic.

Data 2

The following are the results of answers to questions given by researchers regarding internal factor when students read narrative texts in class by a student named Ika, namely students have ***difficulty understanding the contents of the text***, this is also in line with the students named Laila and Aini who experienced factors like that so that Laila and Aini's reading ability became minimal.

Data 3

The researcher also got other answers from the results of the questions given by the researcher to all female students named Naila. The internal factor was that students ***find it difficulty understanding the contents of the text***, but this did not only happen to Naila students named Rofiqoh and Ivada also experienced that things can reduce students' interest in learning so that students become lazy to read.

Data 10

In the following, the researcher got answers to the questions answered by the student named Fitria regarding internal which caused students to be unable to read narrative texts, namely students ***find it difficulty understanding the meaning of the text*** as internal factors. It is limited that this does not only happen to Fitri, but to female students named Zaima and Risa who also experience such a factor.

Based on the results of research on external factors, the cause of student influence in reading narrative text among students in class X IPS F is ***the books are very limited version***, a factor from teachers and parents and the environment. The limited book collection in schools causes students' reading interest to be low, from the results of the research it is known that the availability of books in the library is limited so that the books needed by students are not available in the sense that they are incomplete. The real conditions in schools, especially in libraries, have not attracted much interest from students to read, the number of reading books available is limited and does not meet students' needs. So that class X IPS F students when they are at school still experience difficulties in obtaining reading books.

Data 3

The researcher also got other answers from the results of the questions given by the researcher to all female students named Naila. The external factor was that ***the book version***

was very limited, but this did not only happen to Naila students named Rofiqoh and Ivada also experienced that things can reduce students' interest in learning so that students become lazy to read.

Data 4

The following are the results of the answers to the questions given by the researcher to the student named Nia, **the external factor is from the the books are very limited version**, this is also the same as the student named Rauda and Fadiya in this case.

Data 5

Based on the answers the researcher got from a student named Faizah, related to external factors that affect the reading activities of narrative texts. The external factors are **the very limited version of the book** also in line with the answers of other students named Fatima and Munawaroh as a result, the enthusiasm of the students became less due to factors that influenced them when reading.

Data 10

In the following, the researcher got answers to the questions answered by the student named Fitria regarding the external factors which caused students to be unable to read narrative texts, external factors namely a very large **collection of books are very limited version** that this does not only happen to Fitri, but to female students named Zaima and Risa who also experience such a factor.

Data 11

Based on the answers that the researcher got from the results of the questions that the researcher about external factor of student named Nisa, namely **the book collection was very limited**. This is also in line with the students named Ibtisam and Refa in these factors which make their reading ability low.

This is in accordance with the opinion of Siumalarta (2019) who says that external factors also come from **teacher and parent**. The external factor of the teacher is the inability of the teacher to control the class effectively so that learning is not conducive. External factors from parents are the lack of good support for children. In this case the teacher should be able to manage time when teaching and have a job when there is class so that students can be controlled and orderly in the class.

Data 2

The following are the results of answers to questions given by researchers regarding external factor when students read narrative texts in class by a student named Ika, for the external factors come from the **teacher and other people parent**, this is also in line with the students named Laila and Aini who experienced factors like that so that Laila and Aini's reading ability became minimal.

Data 6

The researcher also got another answer from a student named Lina, **the external factor was the teacher and parents**, not only Lina who experienced factors such as the students named Maimuna and Dina also experienced the condition something like that.

The description above is in accordance with the opinion of Siumarlata (2019) who says that **environmenta** factors that are not good for students tend to make students unable to improve their ability to read texts or books and even students become lazy to read, so that their reading ability becomes low. In this case, it's best if the cleaning staff in the girls' cottage

can communicate with other cleaning workers to put more order in the trash can so that the bad smell doesn't go anywhere.

Data 1

Based on the results of the questionnaire conducted by the researcher on a student named Fatul, it is related to external factors, the external factor is from the **environment**. This is also the same as the answers of other students named Iim and Yusri who also experienced the same external factors.

Data 7

The researcher also got another answer from a student named Rima as a factor external. For the external factors came from the **environment**, so the student became less enthusiastic about learning, especially in reading, this was also the same as other students named Sinta and Dwi. If reading activities are lacking, it is a negative impact on students in that their reading ability becomes very small and their learning activities both outside the classroom and outside the classroom become imperfect.

Data 8

In other matters the researcher also got answers from the activities carried out in the class in the form of asking all female students named Dita for the external factor was a factor from the external **environment**. This is also in line with female students named Halima and Anisa who also experience such factors.

Data 9

Based on what researchers got when researchers asked questions and were answered by a student named Fauziah, the external factor was the **environment**, this is also in line with the student named Rohmah and Linda on the factor of inside and outside that affect students' reading difficulties in narrative text.

It turns out that for class X IPS F students all experience internal and external factors when reading narrative texts in class, this can be proven by the results of the questionnaire obtained when the researcher gave a questionnaire to each student and collected it to classify what problems were experienced by students, from the results of the questionnaire it turned out that all 33 students experienced internal and external factors in reading narrative texts.

CONCLUSION

From the findings by researchers regarding the implementation of snowball throwing, the researcher can clue that, when the researcher followed the process of applying the method through the concept of collaboration with the English teacher, the material used was narrative text which was applied to female students in the class by forming several groups, each group having its own leader. When Mr. Qudsi implemented the snowball throwing, of course it was very well conceptualized so what the researchers could see, the students became very enthusiastic and enthusiastic about implementing the method.

This research is conducted to know reading ability students class X IPS F MA Miftahul Ulum Bettet Pamekasan with used implementation of snowball throwing method. Based on the result on the finding and discussion in this previous chapter, the researcher concluded is the student. Experience many problems as well as problems in phonics consisting of 8 students, problems in fluency consisting of 10 students, the problems in vocabulary consisting of 5 students, and finally the problems in competency consist of 10 students in problem face students by Student in Reading Narrative Text.

While the results on the findings on internal and external factors that influence student's ability to read narrative text are, it turns out that for class X IPS F students all experience internal and external factors when reading narrative texts in class, this can be proven by the results of the questionnaire obtained when the researcher gave a questionnaire to each student and collected it to classify what problems were experienced by students, from the results of the questionnaire it turned out that all 33 students experienced internal and external factors in reading narrative texts.

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