The Effect of Using Snowball Throwing Method and SQ4R Method for Students' Reading Comprehension Skill at SMA Negeri 1 Kuala Stabat

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Abstract

The objectives of this research are to identify the effect of the Snowball Throwing Method for students' reading comprehension skill, to identify the effect of SQ4R Method for the students' reading comprehension and to find out which method is the more significant between The Snowball Trowing Method and SQ4R Method in teaching reading comprehension. This research is an experimental quantitative research. The sample of this research were taken from grade twelve of SMA Negeri 1 Kuala students. The data were gathered by using reading text multiple- choice test and were analysed by using t-test. The findings showed Snowball Throwing Method is significantly affecting the students' reading comprehension skill in reading News Item Text. Since the $t_{obs} > t_{table}$ (α= 0,05) df (58), or 9.44 >1.67155 (α =0,05) and SQ4R Method is also significantly affecting the students' reading comprehension skill in reading recount text. Since the $t_{obs} > t_{table}$ (α = 0,05) df (58), or 4.08 >1.67155 (α =0,05). In conclusion, the using of Snowball Throwing Method and SQ4R are significantly affect the students' reading comprehension skill. And Snowball Throwing Method is the more significanlty effect the students' reading comprehension skill than SQ4R method in teaching news item text.

I. Introduction

The policy of Merdeka Belajar is born from a desire to create a happy learning atmosphere without being burdened with achieving certain scores or grades. This policy of Merdeka Belajar is not created without reason. The reason is, the 2019 PISA research shows that the results of the assessment of Indonesian students only occupy the sixth position from the bottom and for the fields of mathematics and literacy, Indonesia occupies the 74th position out of 79 countries.

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

The Ministry of Education and Culture also made a breakthrough in the Minimum Competence Assessment, including literacy, numeracy, character surveys and the learning environment surveys. Literacy does not only measure the ability to read, but also the ability to analyze the content of the reading and understand the concepts behind it. For numeracy

skills, what is assessed is not only mathematics, but an assessment of students' ability to apply numerical concepts in real life.

Literacy skill has a close relationship with reading and reading comprehension. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Nunan, 2003; Snow, 2002). Reading literacy is the ability to understand, use, evaluate, reflect on various types of texts to solve problems, develop individual capacities, as citizens of Indonesia and as citizens of the world so that they can contribute productively in society.

To improve literacy skills, the teachers play a very important role. Along with professional teaching responsibilities, in implementing learning teachers are required to prepare everything in other to conduct an effective and efficient teaching learning process, so that the objectives of the teaching learning can be achieved. Gurning and Effi (2017) states that every teacher is required to properly understand the teaching and learning method, strategy or approach that will be used. The selection of the right teaching and learning strategy or approach will have an impact on student mastery or achievement.

Reading is the one of the four basic skills of English language learning. According to Patel and Jain (2008), reading is not only the source of pleasure and information, but also extending someone's knowledge. However, reading is useless without comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning. According to Elin (2016), reading is a complicated skill that demands considerable time and practice to develop. Elin (2016) stated that reading is often described as an interactive process, where comprehension is a result of joint effort from the author and the reader. According Snow (2002) reading is the ability to draw meaning from the printed page and interpret this information appropriately. The process of drawing information and interpreting information requires the work of the brain actively.

Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). In short, reading comprehension is the interaction between the readers with the written text to get meaning and message or information from the text. In reading activity, the students do not only read but also comprehend the text in order to catch some ideas from the text. Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. It's mean that reading comprehension as an active cognitive process in which one will interact with the written symbols and interpret them to get the meaning or idea.

Many methods are designed to improve students' reading achievement. Two of the methods focused on this study are Snowball Throwing Method and SQ4R Method. Syahputra (2020) states that Snowball Throwing method is one of vocabulary games which make students enjoy and can decrease worry in learning vocabulary. Snowball Throwing encourages the students to be active in speaking participation in the classroom, because this method contains a rich communication where students must be active. It can be explained as below:
a. The teacher gives one topic for the student about what topic you will teach. For example: Flood in Jakarta, Indonesia".
b. Teacher forms the students into groups, and calls each leader of the group to give explanation about the material.
c. Each group leader comes back to their group and explains the material to their group.
d. Every student is given one worksheet for writing one question about the material explained by the group leader.

e. For each group there are three questions; the paper is rolled into a ball and thrown from one student in a group to the other student in the other group for approximately 2 minutes.

f. After the student gets one ball (one question), he or she is given chance to answer the question.

g. Every group has their turn to answer the question; the group that gave wrong or incorrect answers and gets the lowest score is given a penalty.

h. Conclusion.

i. Evaluation.

The SQ4R method stands for Survey, Question, Read, Recite, Review and Reflect. SQ4R provides a systematic way to understand and study texts (Richardson & Morgan, 1997). Billmeyer & Barton (1998) provide several examples of how this method is used during the reading process. Learners observe the text with the aim of developing predictions and set goals for reading by generating questions about the reading topic. Then students read actively, looking for answers to the questions made. By summarizing the information found in the text, students can monitor their own understanding. And then, students evaluate their understanding through review. Since the beginning the SQ4R method was introduced by Thomas & Robinson (1972) which was much earlier developed by F.P. Robinson (in Slavin 2000) known as SQ3R. Then by the development of learning science SQ3R turned into a SQ4R strategy.

SQ4R can be explained as follows:

1. Survey the chapter
2. Make a question for each heading and subheading.
3. Read the information one paragraph at a time.
4. Recite the important information from paragraph.
5. Review the information learned in the chapter.
6. Reflect the information learned from the chapter.

Some researches have been carried out related to reading comprehension. Wahidin (2020) conducted a Classroom Action Research related to the use of the Snowball Throwing Method at SMP Negeri 8 Palopa on 2020. The other research was conducted by Zakiya (2018) at SMK Negeri 1 Bandung. There was also a research entitled The Effect Of Snowball Throwing Method on the Speaking Ability of The Second Year Students Of SMPN 1 Kunto Darussalam conducted by Nurkhairani and Mahdum (2018). Moreover, Kusumaningrum (2020) carried out research on Snowball Throwing method to Improve Vocabulary Mastery and Psychomotor Ability. The Effect of Snowball Throwing Method on Students' vocabulary mastery was a research conducted by Hasanah and Swondo (2020). This study was aimed to find the empirical evidence of the effect of Snowball Throwing Method on students' vocabulary mastery. After the researches, all the researchers above found that the Snowball Throwing method significantly affects the students reading achievement or comprehension, speaking, vocabulary mastery and psychomotor ability.

On the other hand, there are also researchers conducted reasearches related to the using of SQ4R method. Basar (2017) conducted a research on the Grade IV students' of Elementary school on reading comprehension. In addition, Rojabi (2020) conducted a research on reading comprehension by using SQ4R method for the third semester students of IAIN Jember. The other research was The Effect of SQ4R Strategy on Developing EFL Reading Comprehension Skills among Secondary School Students in Quesna Formal Language School. It was conducted by Dr. Sherif Mohamed Sayed (2020) and the aim of this study was to investigate the effect of SQ4R Strategy on Developing EFL Reading

Comprehension Skills among Secondary School Students in Quesna Formal Language School. A research was The Effect of the use of SQ4R Strategy on Freshmen Students' Reading Comprehension in Al-Balqa Applied University, conducted by Mohammad Alzu'bi (2020). This study investigates the effect of the SQ4R strategy on English language reading comprehension for English freshmen students at Al-Balqa Applied University

Based on the studies above, this study is focused on finding out the effectiveness of using Snowball Throwing Method and SQ4R Method on students' Reading Comprehension achievement at SMA Negeri 1 Kuala". There are two hypothesis in the present study, alternative hypothesis (Ha) and null hypothesis (H0). Ha: the students who are taught by using the Snowball Throwing Method and the SQ4R Method give significant effect for students' reading comprehension skill at Grade XII of SMA Negeri 1 Kuala. H0: the students who are taught by using the Snowball Throwing Method is more significant effect than students who taught by using SQ4R Method for students' reading comprehension skill at Grade XII of SMA Negeri 1 Kuala.

II. Research Method

The research was conducted by using experimental quantitative research. Experimental quantitative research is an observation in order to know the effect of the Snowball Throwing Method and SQ4R Method for students' reading comprehension skill where the sample was divided into three groups: two for experimental groups and one control group. The experimental groups are the group that receive treatment by using Snowball Throwing Method and SQ4R Method, while the control group that receives a different treatment or is treated as usual, without Snowball Throwing Method and SQ4R Method.

Table 1. The design of the research

Group	Pre-test	Variable	Post-test
Experimental Group 1	T1	Snowball Throwing Method	T2
Experimental group 2	T1	SQ4R Method	T2
Control group	T1	Conventional Method	T2

The instrument which was used by writer to collect the data was reading text multiple- choice test. The test consisted of 25 items to measure students' reading comprehension. Each item of reading test consisted of five options namely, a, b, c, d and e. In scoring the test, researcher determined the cumulative score ranging from 0-100 by counting the correct answer by applying percentage.

$$S = \frac{R}{N} \times 100$$

Where:

S = Score, R = Correct Answer, N = Number of test,
100 = Cumulative range 0-100

For the validity of the test, the writer used content validity and the test is taken from *SPM Bahasa Inggris untuk SMA "Siap Tuntas menghadapi UN and X-Press UN Bahasa Inggris SMA/MA 2020"* Each questions as according to the curriculum. Every item for the test is valid because had been used in others school.

For computing thr reliability of the test, Arikunto (2006) recommends Kuder Richardson 21 formula (KR21)

$$KR_{21}(r) = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

Where:
r = reliability of the test
K = number of the item in the test
M = mean score of the students
S = standard deviation

Data analysis explained the kind of statistics analysis which is used. In this study, the data was obtained from the experimental and control groups. The formula of the t-test is presented as the following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{(Nx - Ny) - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:
Mx1   = the mean of the experimental group one
Mx2   = the mean of the experimental group two
My   = the mean of the control group
dx1   = the standard deviation of the experimental group one
dx2   = the standard deviation of the experimental group two
dy   = the standard deviation of the control group
Nx1   = the total of samples of experimental group one
Nx2   = the total of samples of experimental group two
Ny   = the total samples of control groups

III. Results and Discussion

Based on the calculation, the result of the research shows that the mean score of the experimental group 1 (Snowball Throwing method) 29.20 is higher than control group 5.6. The difference was tested by using t-test formula. The result of t-test calculation shows that the $t_{observe}$ value (9.44) higher than t_{table} value (1.67155). The mean score of experimental group 2 (SQ4R Method) 25.47 is higher than control group 5.6. The difference was tested by using t-test formula. The result of t-test calculation shows that the $t_{observe}$ value (5.35) higher than t_{table} value (1.67155).The mean score of the experimental group 1 (Snowball Throwing Method) 29.20 is higher than the experimental group 2 (SQ4R Method) 25.47. It can be concluded that there is a significant effect of applying Snowball Throwing Method and SQ4R Method on students' reading comprehension skill. While there is no significant improvement for control group that taught without Snowball Throwing Method and SQ4R Method. Tthe score of students who were taught by Snowball Throwing Method is higher than the students who were taught by using SQ4R.

The finding of this research shows that both Snowball Throwing Method and SQ4R method significantly affects the students's reading comprehension skill for News Item Text. The students's got higher mean score on post-test after the treatment. The students who were taught by using the Snowball Throwing Method got higher post test score than pre-test score and so do the students who were taught by using SQ4R Method. And the Snowball Throwing Method is more effective than SQ4R Method. Teaching reading

comprehension by using Snowball Throwing method is fun. The students were active. It can make students relax and fun to study . Fun in learning with Snowball Throwing Method leads the students to use English in communicative way, teaching learning process become more attractive and it make the teacher is easier to teach the vocabulary. When the students master more vocabulary, they will comprehend the text better.

The Snowball Throwing Method needs a lot of time to finish, the students need time to write and answer the questions. And if a student can not answer the question, the teacher should continue to another student. This method also will make situation more crowded because the student will scream when the ball running, that's why the teacher should control the class.

The SQ4R method also significantly affects the students' reading comprehension skill, because this method is able to help concentration, increase reading efficiency and interest, relate new knowledge to previous knowledge, help to build the students's confidence in ability to recite and take tests. This method also spend less time memorizing facts, reading and looking for things the students already known. But by using this method, the students are serious, full concentration and the students are not active in learning process.

In the conventional method class, the students only learn by hearing the teacher explaining about news item text and found many unfamiliar words and have difficulties to comprehend the text and answer the questions. The researcher found that the students felt bored with this method because it was monotonous.

A quasy-experimental research design about the using Snowball Throwing Method was conducted by Sari and Ahmadi (2021) at SMP Negeri 1 Babadan Ponongo on recount text. Zakiya (2018) researched the students' speaking ability at SMK Negeri 1 Bandung by using Snowball Throwing Method. Nurkhairani and Mahdum (2018) research was entitled The Effect Of Snowball Throwing Method on the Speaking Ability of The Second Year Students Of SMPN 1 Kunto Darussalam. Kusumaningrum's research (2020) entitled Snowball Throwing: An English Learning Method to Improve Vocabulary Mastery and Psychomotor Ability.

Hasanah and Swondo (2020) also conducted a research about the effect of Snowball Throwing Method on students' vocabulary mastery. While the researches conducted by Basar (2017) was a research on the Grade IV students' of Elementary school on reading comprehension. Rojabi (2020) conducted a research on reading comprehension by using SQ4R method for the third semester students of IAIN Jember. Moreover, Alzu'bi (2020) research was The Effect of the use of SQ4R Strategy on Freshmen Students' Reading Comprehension in Al-Balqa Applied University.

The similarities between the previous researches above with the research conducted by the writer is experimental quantitative research. Both are using pre-test and post test as the instrument of collecting the data. Almost all the researches above were conducted in teaching learning process in class started from primary school until university for speaking, reading and vocabulary mastery skill. For reading class, most the previous researches above focus on recount and narrative text. Each researches above only have one experimental class and one control class.

The differences between the previous researches above with the research conducted by the writer are:
1. The writer limited her study on Grade XII students reading comprehension skill,
2. The type of the text is news item.

3. The researcher use two experimental class and one control class. The experimental class was divided into 2. Experimental class 1 was taught by using Snowball Throwing Method and experimental class 2 was taught by using SQ4R method.

From the discussions above, we can find that Snowball Throwing Method can improve students' reading comprehension skill for news item text. When the teacher gave text to the students and asked them to read the text, they were able to understand the content of the text and the found the main idea of the text. The method is also useful for group study, focusing on efforts by proposing questions and the Snowball Throwing Method is the most effective one for the students on news item text reading comprehension among SQ4R Method and Conventional Method.

IV. Conclusion

It can be concluded that the Snowball Throwing Method and SQ4R significantly affects on students' comprehension in reading News Item Text. In the following are the description of conclusion. Snowball Throwing Method is significantly affecting the students' reading comprehension skill in reading News Item Text. SQ4R Method is significantly affecting the students' reading comprehension skill in reading recount text. It is indicated that *Ha* is accepted and *Ho* is rejected. On the average, the students who are taught by using Snowball Throwing Method and SQ4R Method have higher score than students who are taught in control group. The students who are taught by using Snowball Throwing Method have higher score than students who are taught by using SQ4R.

It is suggest that teachers can use these methods to improve their teaching lerning class, especially in teaching reading. And each method has it's own advantages and dissadvantages. It is better if a teacher actively searches various kind of teaching method and gives various examples and exercises especially in teaching reading comprehension. The Snowball Throwing Method and SQ4R Method are suitable to be applied in teaching reading, but the Snowball Throwing Method is more effective, so teachers are suggested to use this method to train students by using those two methods. The teachers should use Snowball Throwing Method as an alternative in teaching News Item reading text, because this study shows that using Snowball Throwing Method can affect students' reading comprehension skill in news text. For future research, the study should be developed in terms of other language skills and different settings and context of learning process.

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