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RESEARCH ARTICLE

Students' Perception of The Use of Snowball Throwing Technique in Teaching Reading Skill

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Abstract: This study aims to describe the perceptions of class VIII A students at MTs Negeri 1 Sidrap on the use of the snowball throwing technique in teaching reading skill. This research design uses quantitative research methods. The sample of this study was 25 students in class VIII A as experimental group, samples were taken using cluster random sampling techniques. Data collection through questionnaires. The researcher used a questionnaire to measure students' perception. The questionnaire that the researcher used 2 types of questions in the questionnaire are positive questionnaire and negative questionnaire, 10 positive questions and 10 negative questions. From the results of the questionnaire, the students' perceptions regarding the use of the snowball throwing technique were positive perceptions to the students.

Keywords: Perception, Student, Reading, Snowball Throwing Technique.

1. Introduction

Reading involves the interaction between perceiving graphic symbols representing language and the reader's language skills and knowledge of the world. This interaction enables the reader to interpret the intended meanings conveyed by the writer. Grabe (2009) defines reading as a process through which readers acquire knowledge from written material, integrating it into an educational context. In classrooms, teachers frequently utilize texts or books as instructional tools for various subjects. Mareilon (2007) asserts that reading entails deriving meaning from both written and visual information. However, reading is a complex activity. While reading allows us to comprehend messages, Jael (2010) contends that it is a process utilized by readers to extract messages communicated by writers through written language.

Reading is an active process demanding practice and skill development. Ivantara et al. (2020) further elaborate that reading is an activity influenced by students' conscious experiences, comprehension, objectives, and interpretation, ultimately shaping the essence and significance of the reading for the reader.

Jael (2010) argues that reading is a process utilized by readers who require messages conveyed by writers through written language as a medium of expression. Patel and Jain (2008) contend that reading not only serves as a source of pleasure and information but also contributes to knowledge expansion, emphasizing that understanding is crucial as reading is meaningless without comprehension. Comprehension, as Elin (2016) explains, is an active process whereby readers actively engage with a text to construct meaning. Moreover, Elin (2016) describes reading as a complex skill that necessitates considerable time and practice to develop, highlighting its interactive nature where understanding is the outcome of collaborative efforts between the writer and reader.



The term "snowball" originated from a paper kneaded into a ball, and because of its white color, it came to be associated with snow. "Snowball throwing" is a cooperative learning model that involves the active participation of students in teaching and learning activities. Meilinda (2018) describes snowball throwing as a technique that requires students to engage actively. In this teaching technique, each student creates two distinct groups, with each group representing materials provided by the teachers. The materials closely align with what has been given to the students by the teachers.

Several previous studies have investigated the snowball-throwing technique, which is a cooperative learning method. Suprijono (2010) also refers to this technique as the snowball drilling method. This approach aims to enhance students' responsiveness by having them receive messages from other students in the form of paper snowballs and then convey these messages to their peers in the group. According to Bayor (2010), snowball throwing is an active learning model that engages many students. In this method, the teacher primarily acts as a facilitator, offering guidance on the initial learning topics and subsequently facilitating the learning process breakdown.

Nuryati, A. E, (2015) Snowball throwing is a method of learning that started with formation group that started from chairman group to get a task from the teacher, then all of students made a question that formed like a ball (question paper) then throwing with another student, after that will be answer question from the ball that get it. Another expert, Suprijono (2010) states that snowball throwing is a technique that requires active students in teaching and learning activities. In this teaching technique, each student creates two distinct groups. Each group represented materials provided by teachers. The material is also not far from what has been given by teachers to the students.

Nurrahmadani (2020) in her research suggests that the snowball throwing learning technique is a learning technique that begins with the formation of a group represented by the group leader to get an assignment from the teacher and then each student makes a question shaped like a ball (question paper) and then gives it to another student each student is required to answer the questions obtained. Thus, snowball throwing in relation to education is considered appropriate to encourage students to be more active in class, because in practice this method increases discussions such as speaking and expressing opinions not only based on their knowledge but based on existing facts and data so that learning becomes more interesting and students are more enthusiastic during learning takes place this method too.

According to Anil, J. H (2023) in her research "Snowball Throwing Learning Model on Learning Activeness Students in language subjects English In Class VII C SMP Negeri 5 Palopo" this is proven in the results obtained after using the snowball throwing method. Class VII C pretest results with 20 students obtained an average of 7 points from 5 indicators, which, if seen from the table of indicators for assessing student activity, points 5-8 with a percentage of 25% - 43% fall into the less active qualification. Then it increased drastically in the posttest results where the average obtained was 17 points out of 5 indicators, when seen from the table of indicators for assessing student activity, points 17-20 with a percentage of 82% - 100% were included in the very active qualification. Based on the results of the research, the use of the snowball throw learning method is effectively used to support students' active learning in the classroom. The application of the learning method of throwing snowballs in class VII C of SMP Negeri 5 Palopo in the English subject has increased rapidly.

Based on several studies above, none of the research has examined the use of snowball throwing in teaching reading skill. So, this research wants to know the students' perception of the third-grade students of MTs Negeri 1 Sidrap regarding the use of the snowball throwing in teaching reading skill.

2. Literature Review

2.1. Perception

Perception is an important psychological aspect because with perception we know various phenomena that exist in our environment. People have different perceptions of an object. This can be either a positive or a negative way.

There is an inherent relationship between perception and some human traits, including psychological traits. The sense organs are the first step in the process of perception. It has to do with how the human brain processes information. It is claimed that a person engages in constant interaction with their surroundings during this process. (2010) Slameto, p. 102. According to Mulyana (2007: 179), on the other hand, perception is an internal process that enables us to choose, arrange, and interpret environmental stimuli; it also has the power to affect our attitudes.

In addition, perception is a person's understanding of a certain item that is influenced by both external and internal elements, such as behavior that is influenced by external circumstances and behavior that is controlled by the individual (Ministry of National Education, 2003).

2.2. Types of Perception

Everyone will perceive things differently and form different opinions. Depending on what shapes their thoughts, perception can be separated into two categories in this instance: positive and negative. There are two categories of perceptions, according to Irwanto (2002): positive and negative views.

- 1) **Favorable Viewpoints** A positive perception is one that presents all information, whether or not it is understood, in a favorable light. Furthermore, a positive interpretation that prompts individuals to pay attention to their surroundings is known as positive perception. In this case, someone with positive perceptions will make use of and profit from the objects that they have such positive perceptions about.
- 2) **Adverse Conceptions** A negative perception is characterized by the presentation of information in an unfavorable or unconnected way to the thing under evaluation. To put it another way, a negative interpretation that draws attention to the objects around them is known as negative perception. As a result, we are able to distinguish between good and negative perceptions. Perception comes in two flavors. First, all information knowledge is described positively by the Positive Perception. The second type of perception is the negative perception, which characterizes all information as unfavorable or inappropriate for the item being perceived.

2.3. Students' Perception

The primary and most valuable resource in the teaching and learning process is the student. Instructors can educate students, but students cannot teach instructors. Dani (2010: 1). Perception is the starting point for all learning processes. The mechanism by which students are given preference when it comes to the information they learn from an object—in this case, the questions teachers ask in class—is known as student perception. Students are able to comprehend the viewed thing by using their senses to make observations. It's critical to comprehend how students interpret questions from teachers and respond to inquiries throughout class. Students' propensity to actively participate in Q&A sessions is impacted by those assumptions. Cole (1994: 184).

3. Research Method and Materials

3.1. Research Design

According to Sugiyono (2014), "a research design is a scientific way for getting data with purpose and certain function". In this study, a quantitative research approach has been used, with a focus on collecting and analyzing numerical data to test hypotheses and draw statistical conclusions. Data collection involved the use of research instruments, including questionnaires.

3.2. Research Setting

This researcher determined that this research had been carried out at MTs Negeri 1 Sidrap which is located on Jl. Poros Pinrang No. 1a, Kel. Duampanua, Kec. Baranti Kab. Sidrap. This research was conducted by the researcher in academic 2023/2024.

3.3. Population and Sample

The participants in this study are MTs Negeri 1 Sidrap eighth-grade students. There are seven courses in all, and they are grouped according to the registration number that each student receives when entering the school. There were 199 students in class VIII overall, comprising class VIII A with 25 students, class VIII B with 29 students, class VIII C with 25 students, class VIII D with 31 students, class VIII E with 29 students, class VIII F with 30 students, and class VIII G with 30 students.

The approach of cluster random sampling was employed by the researcher. Using a sampling approach called cluster random sampling, a researcher divides the population into multiple clusters. Some randomly selected samples were taken from certain of these clusters. A sampling technique known as cluster random sampling is applied when a population discovers clusters that are intrinsically diverse yet seem uniform on the outside. There are seven classes that comprise the research population. The researcher used two classes—class VIII A, which had 25 students, and class VIII C, which had 25 students—as the sample for the cluster random sampling technique at MTs Negeri 1 Sidrap.

3.4. Research Instrument

Creswell (2012:157) states that the purpose of the instrument was to measure research factors that would not be accessible commercially or in the literature. The term "research instrument" describes the tools used to gather data. The following instruments were used in this research's data collection. Questionnaires were the research tools employed in this study.

The researcher used a questionnaire to measure students' perceptions. The questionnaire that researcher has used 2 types of questions in the questionnaire are positive questionnaire and negative questionnaire, 10 positive questions and 10 negative questions. There were 4 options, namely agree, strongly agree, disagree, and strongly disagree. Each answer choice has a point. starting from 1, 2, 3, and 4.

3.5. Technique of Data Analysis

A Likert scale is used in data analysis to assess the information gathered via questionnaires. Based on operational definitions established by the researcher, the Likert scale was used to gauge an individual's or a group's views, attitudes, or opinions about a certain event or social phenomenon. There are two question types that can be used with the Likert scale: positive questions to gauge the positive scale and negative questions to gauge the negative scale. Negative questions received a score of 1, 2, 3, and 4, while positive questions received a score of 4, 3, 2, and 1. The Likert scale responses came in the following forms: strongly disagree, disagree, disagree, and strongly agree. Moreover, the responses to

- 1) Classifying all of the collected data based on the statement of the problems; The questionnaire used the Likert Scale that consisting of four-point scales as follows:

Table 1. Perception Scoring System

Statement	Score	
	Positive	Negative
Agree	4	1
Strongly Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

(Gay, 2002)

Explain students' perceptions of the used of snowball throws in teaching reading skills by looking at how many students agree, strongly agree, disagree and strongly disagree.

4. Results and Discussion

4.1. Result

Perception is also from findings, there were students' perceptions on the use of snowball throwing technique in teaching reading skills by looking at how many students agree, strongly agree, disagree and strongly disagree and the percentage of students agree, disagree, strongly agree, strongly disagree. The total of sample is 25 students in class VIII A (Experiment Group). It was described with positive and negative perception. The table below shows the classification category of the students' perception.

Table 2. The percentage of the students' perception

Interval Score	Category	Students' Perception	
		F	%
85-100	Very positive perception	0	0
69-84	Positive perception	18	72
53-68	Negative perception	7	28
37-52	Very negative perception	0	0
	Total	25	100

Table 2 shows that the student interval score data shows that 18 students (72%) gave a positive perception and 7 students (28%) gave a negative perception of the use of the snowball throwing technique. So, it can be concluded that the use of the snowball throwing technique gave students a positive perception, it can be seen from the student frequency of 72% (18 students) gave a positive perception.

Table 3. The mean and standard deviation of the students' perception

	Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Score	25	25	60	85	75.36	6.927
Valid N (listwise)	25					

Table 3 shows that the mean score of the student's perception of snowball throwing technique in teaching reading skills was 75.36 and the standard deviation was 6.927, the range was 25, the minimum score was 60, the maximum score was 85. So, the students' perception of snowball throwing is positive perception because the mean score is 75,36, it is positive perception.

4.2. Discussions

There was average students' perception score was 75.36, including in the positive perception category with a score interval of 69-84 and a standard deviation of 6.927. Based on the mean and standard deviation above, the researcher concluded that the students'

perception of the use of the snowball throwing technique in teaching reading skills gave students a positive perception.

The students' perception about the use of snowball throwing technique in teaching reading skill, can be seen from the results with student interval score data showing that 18 students (72%) gave a positive perception and 7 students (28%) gave a fair perception of the use of the snowball throwing technique. This shows that the use of the snowball throwing technique gives students positive perceptions, this can be seen from the student frequency of 72% (18 students).

So, it can be concluded that class VIII A MTsN 1 Sidrap students like and enjoy using the snowball throwing technique in reading to improve students' reading skills and can make all students active in class during the learning process and the average students' perception score was 75.36, including in the positive perception category with a score interval of 69-84 and a standard deviation of 6.927. Based on the mean and standard deviation above, the researcher concluded that the students' perception on the use of the snowball throwing technique in teaching reading skills gave students a positive perception.

According to Walgito (1991), perception is the last process of observation which is started by the process of sense which the process of stimuli is received by the sense then continued by the process of attention then directed to the brain that will make the individual realize something. So that by having students' perceptions, researchers can find out what the perceptions of eighth-grade students at MTs Negeri 1 Sidrap are regarding the use of snowball throwing.

5. Conclusion

Students perception of student frequency is 72% (18 students). The average student perception score of 75.36 is included in the positive perception category with a score interval of 69-84 and a standard deviation of 6.927. Students' perceptions on the use of snowball throwing techniques gave students positive perceptions, this can be seen from the student frequency of 72% (18 students).

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