A THESIS

THE EFFECT OF SNOWBALL THROWING LEARNING STRATEGY IN IMPROVING READING ABILITY OF STUDENTS AT SMP NEGERI 10 PAREPARE

BY

NURUL ULMI
REG NUM. 19.1300.045

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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SUPERVISORY COMMISSION APPROVAL

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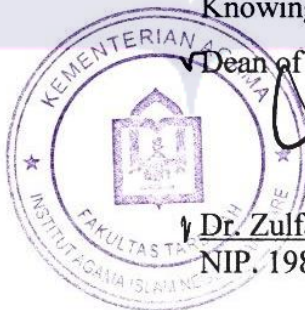
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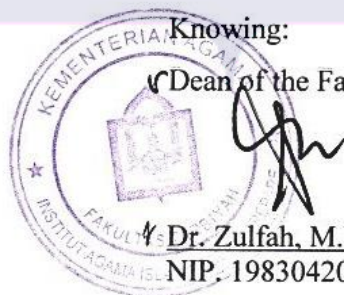Basis for Assigning Examiners : B.16/In.39/FTAR.01/PP.00.9/12/2023

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الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ اْلأَنْبِيَاءِ وَالْمُرْسَلِيْنَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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ABSTRACT

Nurul Ulmi. *The Effect of Snowball Throwing Learning Strategy in Improving Reading Ability of Students at SMP Negeri 10 Parepare*(Supervised by Nurhamdah and Humaeroah)

Snowball throwing is a learning method that can explore the leadership potential of students in groups and the skills of making and answering questions combined through an imaginative game of forming and snowball throwing. This study aims to determine the effect of snowball throwing learning strategy in improving the reading ability of students of SMP Negeri 10 Parepare.

The research method used in this study was pre-experimental conducted in class VII 4 as the research subject at SMP Negeri 10 Parepare. Total of sample was 30 students. Analysis data used descriptive analysis and inferential.

The result data showed the effect of students Reading Ability teaching by Snowball Throwing Learning Strategy significantly give an effect to the students reading ability. The result data showed pretest was 64,67 and post test score was 81,00. The students result obtained t-test in inferential statistic found that the t-test value was lower than t-table (3.921>2.042) which there is significance effect of students Reading Ability after using Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare which proved that Snowball Throwing Learning Strategy give more opportunity to read and repeat reading activates and given short question and answered which fully give effect to the students reading ability at learning processed.

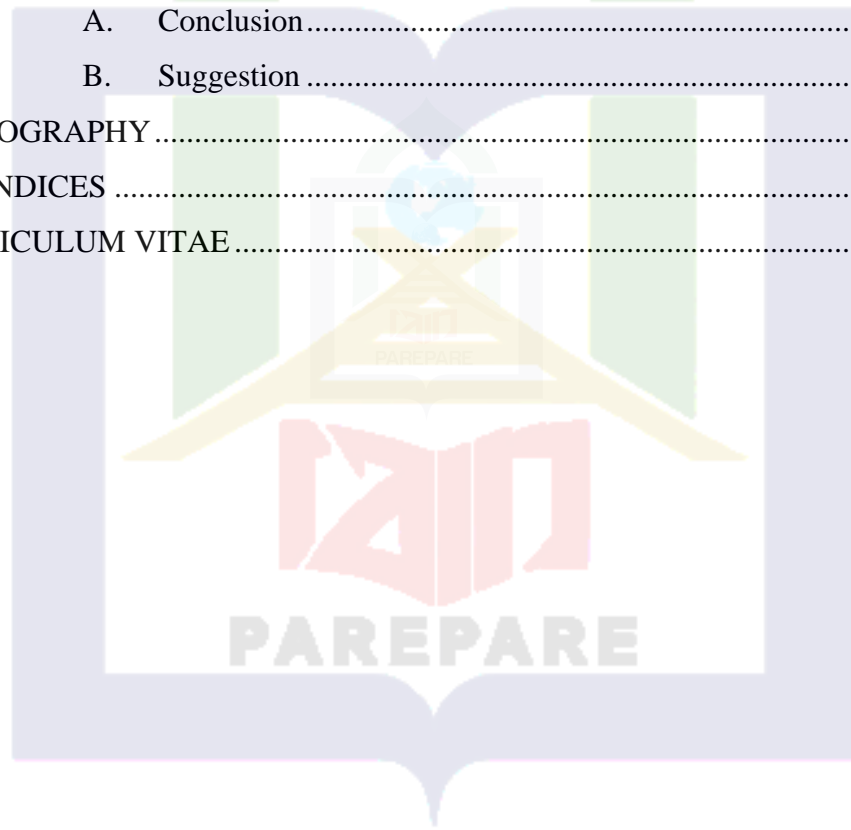**Keywords**: Snowball Throwing, Learning Strategy, Reading Ability

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CHAPTER I

INTRODUCTION

A. Background

Reading is an essential skill necessary for language learners. Reading is an act of communication that is a communicative activity and is central to building concepts and stimulating thinking for understanding.[1] Reading is a knowledge acquisition skill where students need strategies to read more efficiently to gain new knowledge.Reading is a thinking process that occurs through perceiving and understanding information and giving meaning to reading. According to Juel, reading is a process of recognizing words and integrating the meaning of words in sentences and structures so that the result of the reading process is that a person can make the essence of reading.[2]

Reading ability has an essential role in human life because reading is one of the activities to gain knowledge and open the realm of human thought. Reading ability is the main basis for language teaching and teaching other subjects. Reading activities in everyday life need to be improved because reading can increase intelligence, creativity, and imagination for a person or group in understanding the meaning or meaning contained in a reading text

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[1]Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000).

[2]Nurul Hidayah, Novita Peningkatan Kemampuan Membaca Permulaan Dengan Menggunakan Metode Struktur Analitik Sintetik (Sas) Mata Pelajaran Bahasa Indonesia pada peserta Didik Kelas IIC Semester II Di Min6 Bandar Lampung T.A 2015/2016, *Terampil Jurnal Pendidikan dan Pembelajaran Dasar,* Vol 3 No. 1, (2016), h 87

Based on research conducted by Arum Yunianti, *Snowball Throwing* can improve learning outcomes with an increase in learning outcomes by 13.9%, as many as 36 students (100%) with a class average of 83.9.[3]According to the results of research by Aris Susanti in 2012 stated that the use of the *Snowball Throwing* model can significantly increase student activity and learning outcomes during learning.[4] Similar research was also conducted by Ida Purwati, Sri Astutik, and Nuriman, indicating increased learning outcomes. Shows that the *Snowball Throwing*type cooperative learning model accompanied by discussion can stimulate students to be actively involved in the learning process so that learning does not run in one direction only.Still there is two-way interaction from teacher to student and from student to student.[5]

The snowball throwing strategy is a type of cooperative learning designed like snowball throwing. This strategy aims to provoke creativity in asking questions and testing the absorption of the material presented by the group leader. Because it is a game, students must be relaxed but still under control, not quarrelsome, chaotic, or troublemaking. Snowball throwing is one of the active learning models, which in its implementation, involves many students. Cooperative learning type snowball throwing allows students to learn while playing to reduce boredom in participating in teaching and learning activities.

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[3] Arum Yunianti, "Penerapan Model Pembelajaran Snowball Throwing Untuk Meningkatkan Hasil Belajar Keselamatan, Kesehatan Kerja dan Lingkungan Hidup (K3LH) di SMK Negeri 6 Yogyakarta".

[4]Aris Susanti, "Upaya Meningkatkan Hasil Belajar Melalui Model Pembelajaran Snowball Throwing pada Mapael PAI Materi Pokok Puasa Wajib dan Puasa Sunnah Semester Ganjil Kelas VIII Smpn 23 Mijen Semarang Tahun Ajaran 2011/2012".

[5] Ida Purwati, Sri Astutik, Nuriman, "Penerapan Model Tipe Snowball Throwing disertai Diskusi Dalam Pembelajaran Fisika Kelas VII di SMP".

The Snowball Throwing Strategy is a cooperative learning method that is structured like a snowball-throwing game. The primary objective of this strategy is to stimulate creativity in formulating questions and assessing the comprehension of the material presented by the group leader. As this approach is designed as a game, it encourages students to be relaxed while maintaining control and order in the classroom, avoiding disruptive or chaotic behavior. Snowball throwing is categorized as an active learning model, and it involves the active participation of numerous students. This type of cooperative learning, known as snowball throwing, offers students the opportunity to engage in learning while having fun, effectively mitigating boredom that can sometimes arise during traditional teaching and learning activities.

The Snowball Strategy offers several advantages in the context of education. Firstly, it promotes active student engagement and participation. By encouraging students to collaborate, ask questions, and share their knowledge, it fosters a dynamic and interactive learning environment. This not only makes learning more enjoyable but also helps students retain and comprehend the material more effectively.

Research has made preliminary observations at SMPN 10 Parepare. The studyobserved that in the learning process, there were problems in the teaching and process the teacher and students tended to be passive. In less conducive learning conditions, and noisy, chaotic, or troubled, daydreaming, students still need to be more active in the learning process. In the learning process, the teacher has not utilized his learning strategy, which is that the teacher only focuses on conventional learning strategies, namely the teacher has not fully implemented active and passive learning, the teacher conveys more material using the lecture method without

involving many students, with this making students a lot sleepy and feeling bored with the delivery of material by the teacher.

To overcome these problems, teachers as educators must make a creative and innovative learning process to improve student learning outcomes. One is by using a snowball-throwing learning strategy where students will be more interested and will make students more active in the learning process. Snowball throwing is one of the dynamic learning models that involves students in its implementation. Cooperative learning type snowball throwing students can learn while playing. It can reduce boredom in participating in teaching and learning activities.[6]

It has never applied the snowball throwing strategy to improve students' reading abilitys. Therefore, the research felt interested in conducting research with the title "The effect of snowball throwing learning strategy in improving the reading ability of students of SMP Negeri 10 Parepare".

B.   Research Question

Based on the research background, the researcher has the following research question that What is the effect of the snowball throwing strategy in improving students' reading abilitys in SMP Negeri 10 Parepare?

C.   Objective of the Research

In accordance with the research questions, the objectives of this study can be stated that to explain the results ofthe effect of the snowball throwingstrategy in improving students' reading abilitys in SMPNegeri 10 Parepare.

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[6] Komalasari, *Pembelajaran Kontekstual Konsep Dan Aplikasi,* (Bandung: PT. Refika Aditama, 2010), h. 67

D. Significance of the Research

   1. Theoretically

Theoretically, the findings of this study provide significant information about students' skills in reading. It is expected to be an input to improve the quality of students' skills in reading. In addition, this study can provide refrences for further research with similar topics.

   2. Practically

a. As information for English teachers to improve students' reading abilitys in their teaching and learning process and choose the most appropriate teaching method based on students' problems.

b. Become a reference for future researchers who will take teaching methods in attracting students' skills in reading as material in their research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are several relevant previous studies used to support the research, namely:

1. Tini Mogea in his research Applying Snowball Throwing Technique in Improving Students' Reading Comprehension at SMP Negeri 2 Tompaso. Students who became the sample of this study were first grade students totaling 22 people. This research is a quantitative research using pre-experimental design with one group pre-test and post-test. The instrument used in collecting data was a multiple choice test. The result showed that the mean score of students' pretest was 6.9 and the mean score of posttest was 7.9 Thus, it can be concluded that the application of Snowball Throwing technique improves students' reading comprehension.[7]

2. Khalima Budiati which title of Improving Students' Reading abilitys Through Snowball Throwing Strategy. This study aims to improve students' achievement to read narrative text through snowball throwing strategy. This objective contains the background that the researcher found that many students were bored and their score is bad with the media used in reading text in the last semester of class VIII. In the previous semester on reading abilitys only read a long text so that students did not have creative ideas in reading abilitys. The researcher carried out her research

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[7] Tini Mogea, "Applying Snowball Throwing Technique in Improving Students' Reading Comprehension at SMP Negeri 2 Tompaso", 2019

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in the class VIII MTS Briwijaya in the 2021/2022 academic year. There are 20 students in the class . This study used a classroom action research as research design. This research has been carried out in two cycle in with the cycle consist of the stage of planning, action, observation, and reflection. The study was carried out in two cycle. In the cycle consist of five meetings. The data in his study through Observation, Test, and Documentation. The result of the first cycle test showed that there were 11 students or 44,4% who achieved the KKM score, while in the second cycle test there were 18 or 78,25% students who achieved the KKM score. Based on the criteria of success, this research is said to be successful if least 80% students get an average score of least 75. Thus, this research in two cycle is declared successful in improving students' reading abilitys through snowball throwing strategy. In other words, it can be said that use of Snowball Throwing strategy in learning to read narrative text at MTs Brawijaya is recommended to improve students' reading abilitys to achieve optimal results.[8]

3. Cindy Ratna Cahyani Journal of ELTS (English Language Teaching Society). The object of this research is to find out whether or not that using Snowball Throwing Strategy is effective in improving students ability in reading narrative text of the grade eight at of the grade eight at SMP Negeri 1 Bunta. The research sample was VIII C as the control group consisted of 28 students. The researcher employed cluster random sampling to choose the sample. The experimental group was treated by

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[8] Khalima Budiati, "Improving Students' Reading abilitys Through Snowball Throwing Strategy IAIN Kediri, 2022."

applying Snowball Throwing Strategy in teaching reading a narrative text, while the control group was taught using conventional method. The instrument of data collection was a test. The result of the data analysis shows that the mean scores of the experimental group on the pretest and the posttest were (50.86) and (74.29). the mean scores of the control group on the pretest and the posttest were (52.25) and (65.84) the researcher found that t-counted value was 2.74. By using 0,05 level of significant and 52 degree of freedom (fd), the researcher found that the t-table value was 1.675. The t-counted was greater than the t-table; therefore the hypothesis was accepted. Based on the result, the researcher concludes that using Snowball Throwing Strategy gives significant influence on the students reading ability. It means that using Snowball Throwing Strategy is Effective in improving reading ability of grade eight students At SMP Negeri 1 Bunta, especially in reading a narrative text.[9]

4. Linda Muslita And Sofyan A. Gani The Impact of Using Snowball Throwing Technique in Improving Students' Reading Comprehension. The reason for conducting this research has to do with students' problem in comprehending English text at second grade SMP Negeri 1 Panga, where many students still faced difficulties in comprehending reading text. This research aims to find out whether the application of Snowball Throwing Technique can improve students' reading comprehension in terms of identifying main idea, detailed information, and vocabulary. The

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[9] Cindi Ratna Cahyani, "Improving Reading Ability Eight Students through Snowball Throwing Strategy. *e-journal of ELTS (English Language Teaching Society)*"

method used in this study was quantitative research (experimental study) with one group pretest and posttest design. The sample of this research was class VII-1, which consist of 20 students. The researchers used descriptive text as an instrument in collecting the data. In analyzing the data, the researchers used statistical formula. The calculation result showed that the mean score of students' pretest was 53.76 and the mean score of posttest was 74.67. the hypothesis testing by using at-test indicate that the obtained t-score was higher than the t-table (9199>1729), so, the difference is statistically significant, suggesting that the alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected. Thus, it can be said that the application of Snowball Throwing Technique improved students' reading comprehension skill. based on the conclusion above, it is suggested that Snowball Throwing can be used as an alternative technique in teaching reading comprehension.[10]

5. RR. Nesya Dara Paramita (2022) Snowball Throwing Technique To Improve Students' Reading Comprehension of Recount Texts (A Classroom Action Research At Eight Grade Of Smpn 1 Malo In Academic Year 2021/2022). This research is a classroom action research consisting of several cycles, namely pre-cycle, cycle I and cycle II. Furthermore, researchers made stages of planning, acting, observing and reflecting in each cycle. There were six meetings during the research cycle. The sample of this study was class VIII D consisting of 21 students. In collecting data, researchers used instruments in the form of observation, tests, and

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[10] Linda Muslita, and Sofyan A. Gani. "The Impact of Using Snowball Throwing Technique in Improving Students' Reading Comprehension" (2022).

questionnaires. The tests used were pre-test and post-test. The average value of the students' pre-test was 50.48, which means that the ability of some students is still low, because the minimum score standard is 70. In cycle I there was an increase but still did not meet the target of 63.81. in cycle II, student achievement increased to 83.81. Based on these results, it can be said that STT leads to improvement in each cycle and there is an increase in student success. .[11]

In conclusion, the previous research above is similar to this research because is that it focuses on the use of snowball throwing. At SMP Negeri 10 Parepare. The study hopes that this research can complement and perfect this research. In addition, this research is valuable for educators to create more excitinglearning in the classroom to make students collaborate to make students active in the learning process.

B. Some Patient Idea

1. Definition of learning strategy

Learning strategy consists of two words: strategy and learning. Strategy linguistically comes from "nouns" and "verbs" in Greek. As a noun, stratos combines the word stratus (military) with ago (lead). As a verb, strategic means to plan (to plan).[12] Strategy is a designed pattern set deliberately to carry out activities or actions.[13]

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[11] RR. Nesya Dara Paramita. "Snowball Throwing Teaching Technique to Improve Students' Reading Comprehension of Recount Texts (A Classroom Action Research At English Grade of SMPN 1 Malo in Academic Year 2021/2022"

[12] Abdul Majid, *Strategi Pembelajaran, (*PT. Remaja Rosadakarya, Bandung, 2013)p.3-4

[13] H.D. Sudjana S., *Strategy Pembelajaran (Pendidikan Luar Sekolah)*, (Falah Production, Bandung, 2000)p.5

The word learning comes from the root word of the prefix pe- and the suffix –an. According to Muhibbin Syah, knowledge has the meaning of stages of change in all individual behavior that is relatively settled as a result of experience and interaction with the environment involving cognitive processes.[14]Learning aims to from knowledge and skills in the form of critical and creative thinking abilities, open and democratic attitudes, accepting others, and so on.[15]

Learning is a translation of learning,[16]during the learning process. The selection is made by considering the situation and conditions and learning donors to achieve specific learning objectives.[17]In implementing the learning process, teachers must pay attention to the factors that must be considered, namely learning objectives, the number of students, the characteristics of the material, the time allocation, and the facilities available.

The concept of a "learning strategy" is rooted in the combination of two key elements: "strategy" and "learning." Each of these terms carries a rich linguistic and conceptual background that contributes to the understanding of how individuals acquire knowledge and skills.

The term "strategy" finds its origins in Greek, both as a noun and a verb. As a noun, it emerges from "stratos," which amalgamates "stratus" (military) and "ago" (lead). In its essence, a strategy, when used as a noun, signifies a deliberately designed pattern or plan meticulously crafted to guide and execute activities or

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[14] Muhibbin syah, *Psikolog Pendidikan* (PT. Remaja Rosdakarya, Bandung, 2013)p. 92

[15] Agus Suprijono; *Cooperative Learning Teori & Aplikasi PAIKEM,* (Pustaka Pelajar, Yogyakarta, 2013)p. 5.

[16]*Ibid,* hlm 11.

[17] Zainal Aqib, *Model-model Media dan Strategi Pembelajaran Kontekstual (Inovatif),* (Rama Widya, Bandung, 2013)p.71.

actions. When employed as a verb, "strategic" entails the act of planning itself—formulating a strategic plan to navigate and attain certain objectives.

On the other hand, "learning" derives from its root word with the prefix "pe-" and the suffix "-an." According to Muhibbin Syah, learning can be defined as the process of change in individual behavior, achieved through a series of relatively settled stages, driven by experiences and interactions with the environment, entailing complex cognitive processes. The ultimate goal of learning is to acquire knowledge and skills, fostering critical and creative thinking abilities, nurturing open and democratic attitudes, promoting acceptance of others, and more.

Within the learning process, educators and individuals embark on a journey of "pe-learning," meticulously selecting specific strategies to achieve predefined learning objectives. This selection hinges on a careful consideration of the prevailing circumstances and conditions, and the chosen strategies play a pivotal role in guiding learners toward their goals. In the implementation of the learning process, educators must be attentive to a range of factors that have a bearing on the effectiveness of education. These factors include the clarity of learning objectives, the number and diversity of students, the nature and characteristics of the subject matter, the allocation of time and resources, and the availability of suitable facilities.

2. **Snowball Throwing Strategy**

   a. Definition of snowball throwing

The snowball throwing learning strategy comes from two words, namely "snowball" and "throwing". The word snowball means snowball while throwing means throwing, so snowball throwing.[18]Snowball throwing can be interpreted as a

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[18] Wahyudi Zakaryasyi, *Penelitian Pendidikan Matmatika, 2015.*

learning strategy using questions from paper rolled into a round ball and then tossed in rotation among fellow students in other group, each student answering questions from the ball obtained.

Snowball throwing type cooperative learning is a learning that provides the concept of understanding complex material to students and can be used to determine the extent of students' knowledge and ability to understand the material. The snowball throwing strategy is one of the active learning strategies in which all students are actively involved. Snowball throwing learning trains students to be more responsive to receiving messages from others, and conveying these message to their friends in one group.

Throwing questions does not use a stick like the talking stick learning model but use paper-containing questions that are crumpled into a paper ball and then thrown to other students who get the paper ball and then open and answer the question.

The snowball throwing strategy aims to train students to listen to other people's opinions, train students' creativity and imagination in asking questions, and encourage students to cooperate, help each other, and be active in learning. The advantages of the snowball throwing strategy are training students' readiness, providing mutual knowledge, and students are actively involved in education, while the disadvantages of the snowball throwing strategy are that the inside is not broad, only revolves around the understanding of students, requires a relatively long time and naughty students tend to make trouble.

Snowball throwing strategy is a type of cooperative learning designed like a ball throwing game. This strategy aims to provoke creativity in asking questions and

testing the absorption of the material presented by the group leader. Because it is a game, students must be relaxed but controlled, not noisy, chaotic, or troublemaking.[19]

The snowball throwing learning strategy trains students to be more responsive to receiving messages from others and conveying these messages to their friends in one group, throwing questions that use paper-containing questions that are crumpled into a paper ball and then thrown to other students. Students who get paper balls then open and answer questions.

The snowball throwing strategy is a modification of the question technique that focuses on the exciting ability of snowball throwing containing questions to each other. This strategy, which is a game, requires knowledge that can by almost every student to ask questions according to the material they learn.

The snowball throwing strategy is a strategy used to deepen one topic. The processinvolve several groups of five to eight people who can formulate questions written on a paper that resembles a ball. Then, the form is thrown to other groups to respond by answering the questions to activate the learning atmosphere in the classroom.

1) Steps of snowball throwing strategy

According to Trianto, The steps of the snowball throwing strategy are as follows:

a) Delivering the material presented

b) From groups and call each group leader to explain the material.

c) Each group leader returns to their respective group, then explains the material presented by the teacher to their friends.

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[19] Dr. H. Moch. Agus Krisno Budiyanto., Mkes. *Sintaks 45 Metodologi Pembelajaran dalam student Centered Learning (SCL),h* (Malang: Universitas Muhammadiya MaLANG, 2016), p.131.

d) Then each student is given a worksheet to write down any questions regarding the material explained by the group leader.[20]

e) Then, the paper is made like a ball and throwing from one student to another for approximately 15 minute.

f) After student get one ball / one question, the opportunity is given to students to answer questions written on the paper formed the ball in turn.

g) Provide conclusion

h) Evaluation

i) Closing[21]

2) Advantages and disadvantages of snowball throwing strategy

The advantages and disadvantages of snowball throwing are as follows:

The advantages of the snowball throwing strategy are:

a) Train students' readiness in formulating questions based on the material taught.

b) Providing knowledge to each other.

c) It can arouse students' courage to ask questions to other friends and the teacher.

d) Train students to answer questions asked by their friends properly.

e) It can reduce students' fear of asking questions to friends or teachers.

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[20] Karunia Eka Lestari, *Penelitian Pendidikan Matematika,* (Bandung, 2005) h.73

[21] Zainal Aqib, *M odel-model, Media dan Strategi Pembelajaran kontekstual (innovatif), 2013

3) While the shortcomings of the snowball throwing strategy are:

a) Knowledge is not broad and only revolves around the students' surrounding knowledge.

b) Requires a relatively long time.

C. Reading Ability

1. The Definition of Reading

Reading is a complex activity that includes both physically and mentally. Physical activity associated with reading is eye movement and visual acuity. Activity mentally has memory and comprehension. People can read well if they can able to see the letters clearly, are able to move their eyes agilely, remember language symbols correctly and have enough reasoning to understand the reading.[22]

According to Farida, reading is the process of translating written symbols (letters) into spoken words.[23] As a thinking process, reading includes word recognition activities, literal comprehension, interpretation, critical reading, and creative comprehension. Word recognition can be an activity of reading words using a dictionary.

According to Mulyadi, reading is related to words or written symbols.[24] Reading and writing are closely related. Children with reading difficulties generally also haveproblem writing. Meanwhile, according to A.S Broto in Mulyono, reading is not just pronouncing written language or slowing down the sounds of speech but also responding to and understanding the content of written language.[25] Ability is the

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[22] Mulyono Abdurrahman, Pendidikan Bagi Anak Berkesulitan Belajar, Rineka Cipta. 2010. Hlm. 200-201

[23] Farida Rahim, *Pengajaran Membaca di Sekolah Dasar.* (Jakarta: Bumi Aksara, 2007). hlm 2.

[24] Syaiful Bahri, *Psikolog Belajar.* (Jakarta: Rineka Cipta, 2002). hlm. 28

[25] Mulyadi, 2010. Op. Cit, 153

ability, power to do something.[26]So, reading ability is the ability or proficiency possessed by students in obtaining knowledge and understand the reading texts read.\

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. [27] He states reading is central to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. He also states reading comprehension skill become more important as children progress through the educational system. However, reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concept and perspective can be encountered that challenge and enhance existing knowledge. Leon states reading comprehension involves a reader developing a mental representation of a text through the establishment of casual relation based on the ideas and events in the text.[28] On other hands Hock et al define reading comprehension as a process in which the reader constructs meaning from text-based information. During this process, the reader creates a mental representation of meaning of the text by using features of the text

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[26] Pius Abdillah, 2005. *Op. Cit,* hlm. 412

[27] Clarke, Paula J, Emma Truelove, Charles Hulme and Margaret J. Snowling. *Developing Reading Comprehension*. USA: John Wiley & Sons, Ltd.(2014)

[28] J.A. Leon and I Escudero, "Improving Reading Comprehension of Middle and High School Students. Understanding Casuality in Science Discourse for Middle and High School Students. Summary Task as a Strategy for Improving Comprehnsion". Spain: Department of Fundamental Psychology, Universidad Autonom of Madrid (2015)

and the reader's knowledge of the world. When the reader integrates text-based knowledge with prior knowledge, deep comprehension occurs.[29]

Furthermore, reading comprehension can be concluded as the ability, process for understand the information that has been read and developing of text using the reader's knowledge. In reading text, there is process that the readers passed. The process of reading comprehension, the readers will integrate two of kind; that is text-based knowledge with prior knowledge. Reading comprehension also defines as comprehending the written text to get information from the text reading. Reading is the process, and the result of reading is the comprehension. The process of reading has a big influence in the result of reading comprehension.

2. Factors in Reading Comprehension

Clarke states five factors which influence the students' score in reading comprehension:[30]

a) Language skill

Language skill can be derived into four areas phonology (the sounds of the words), semantic (the meaning of the words), grammar (structure of words and sentences) and pragmatics (the social use of language).

b) Understanding the meaning of words

Student's understanding of individual word meaning is closely related to their ability to understand connected text. Understanding word meaning is often measured by student's ability to define vocabulary items.

c) Working memory

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[29] M.F.Hock et al, "Reading Comprehension Intruction for Middle and High School in English Language Arts: Research and Evidence-Based Practice". USA: The University of Kansas Center for Research on Learning Lawrence (2015).

[30] Clarke, Paula J, Emma Truelove, Charles Hulme and Margaret J. Snowling, *Developing Reading Comprehnsion.* USA: John Wiley & Sons, Ltd, (2014)

Working memory refers to the ability to hold information in mind while simultaneously performing other attention demanding activities. Working memory processes may be important for text comprehension, because reading involves holding information in mind about what just been read while continuing to decode upcoming word and to integrate this new information with what has gone before.

d) Working with text

The ability to draw an inference and thereby link pieces of information together in a text is critical to successful reading comprehension. Students must not only integrate information in a piece of text but they also use their knowledge of words to support understanding.

e) Environment influences

Motivation and enjoyment are key influences on the development of reading comprehension skills. Motivation to read can be linked to a number of environment influences including teaching methods, reading at home and exposure a range of books. In the factors of reading comprehension, there are some factors that influence in the comprehending of a text. The factors are language skills, understanding the meaning of words, working memory, working with text, and environment influence.

3. The Levels of Reading Comprehension

According to Smith, in Sari there are four different levels in comprehension as follow:[31]

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[31] Sari, D. P. "An Analysis of Students' Reading Comprehension Based on the Four Levels Comprehension Skill". Indonesia: University of Bengkulu (2015)

1) Literal Level

This level is the simplest level. It means that what the reader need to do is to reproduce the fact as they are related by the writer. At this level, questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or question for this level are as follow:

a. What is………………………………

b. How old…………………………….

c. When……………………………….

The abilities which refer to the literal level are:

a. Knowledge of word meanings.

b. Recalling of ideas directly stated or paraphrased in own word

c. Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.

d. Recalling of main idea explicitly stated.

e. Knowledge of sequence of information presented in the text.

2) Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part the whole, to make comparison, to draw conclusion and inference and to make generalizations. Sample phrases or questions for this level are as follows:

a. Why……………………………….

b. What evidence…………………….

c. What you can conclude…………..

The abilities which refer to the interpretive level are:

d. Reasoning with the information presented to understand the writer's

b. Tone, purpose and attitude.

a. Inferring factual information, main ideas, comparison, cause-effect

c. Relationship not explicitly stated in the text.

3) Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; nothing evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness. Sample phrases or questions for critical level are as follows:

a. Judge…………………………………

b. What would be the result of…………

c. How would you describe……………

b. The abilities which refer to the critical level are:

a. Reacting to information in a text indicating its meaning to the reader.

b. Analyzing and evaluating the quality of written information it terms of some standards.

4) Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows:

a. What would you do if……………………

b. Make up…………………………………

c. What does the text tell you about……….

The abilities that refer to the creative level are:

a. Knowledge of emotional response of literary techniques.

b. Knowledge of response of forms, style and structures

This research focused on literal level, focusing on the literal level, this research aims to examine the foundational aspects of reading comprehension. It will explore how readers process and understand explicit information presented in texts, including their ability to recall factual details, understand word meanings, and follow the sequence of information in the text.

4. Purpose of Reading

According to Mulyono, reading is to understand the content of the lesson. However, many children can read fluently but need help understanding the content of the reading material.[32]

According to Farida, the purpose of reading is to followers:

a. Pleasure

b. Perfecting reading aloud

c. Using certain strategies

d. Updating his knowledge about a topic

e. Linking new information with known information

f. Obtain information for oral and written reports

g. Confirm or reject predictions

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[32] Mulyono Abdurrahman, *Op. Cit,* hlm. 201

h. Experiment or apply the information obtained

i. Answer specific questions.

The purpose of reading is very diverse, depending on the situation and various conditions of the reader. In general, the purpose of the assignment is as follows:

a. To get the information obtained

b. So that his self-image increases

c. To escape from reality

d. As recreation to gain pleasure or entertainment

e. Another possibility, people read without any purpose because

f. On a whim to pass the time

g. To find beauty values or aesthetic experiences and

h. Other life values.
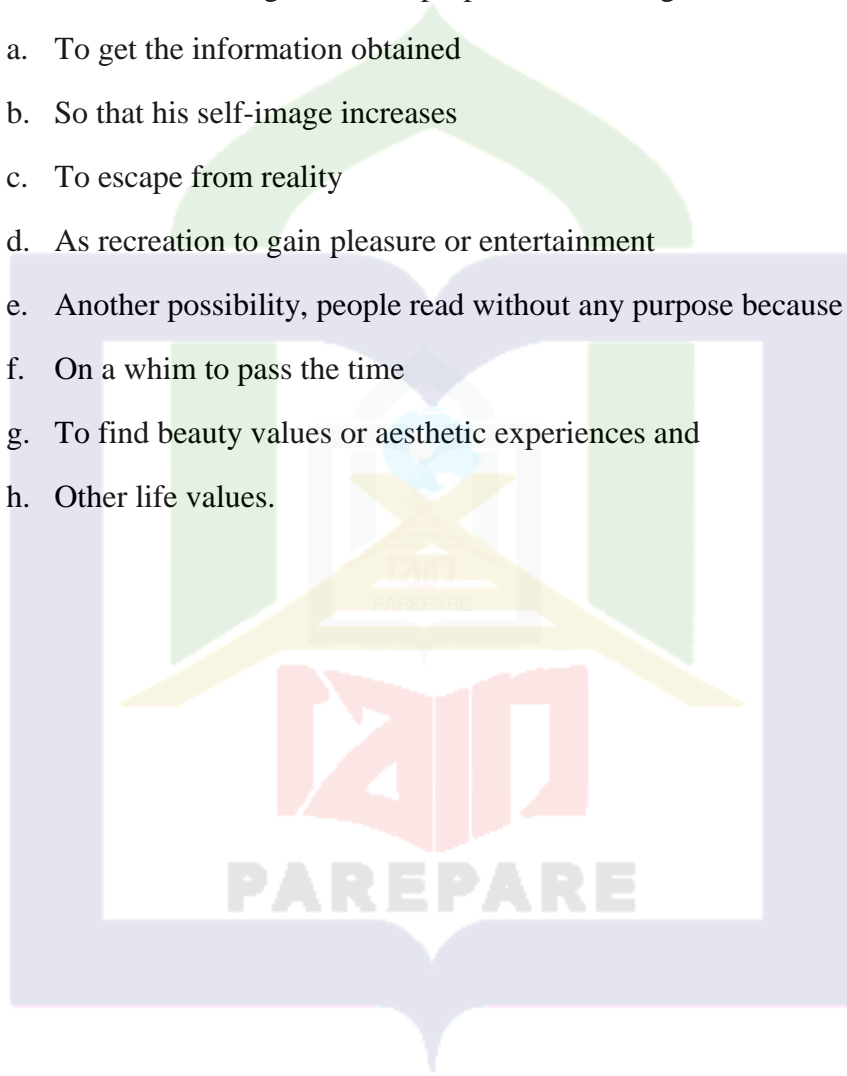
D.   Conceptual Framework

The main focus of this research is the implementation of 'Snowball Throwing' as a Digital Learning Media to Improve Reading abilitys in Class VII SMP 10 Parepare. The research designed the conceptual framework of this study by showing the diagram below:

```
            ┌─────────────────────────────┐
            │  Strategy for Improving      │
            │      Reading abilitys        │
            └──────────────┬──────────────┘
                           │
        ┌──────────────────┼──────────────────┐
        │                                      │
        ▼                                      ▼
┌───────────────┐                      ┌───────────────┐
│  Discussion   │                      │ Solving the   │
│               │                      │   problem     │
└───────┬───────┘                      └───────┬───────┘
        │                                      │
        └──────────────────┬───────────────────┘
                           │
                           ▼
            ┌─────────────────────────────┐
            │ Improving English Reading    │
            │ and Comprehension Skills SMP │
            │     Negeri 10 Parepare       │
            └─────────────────────────────┘
```
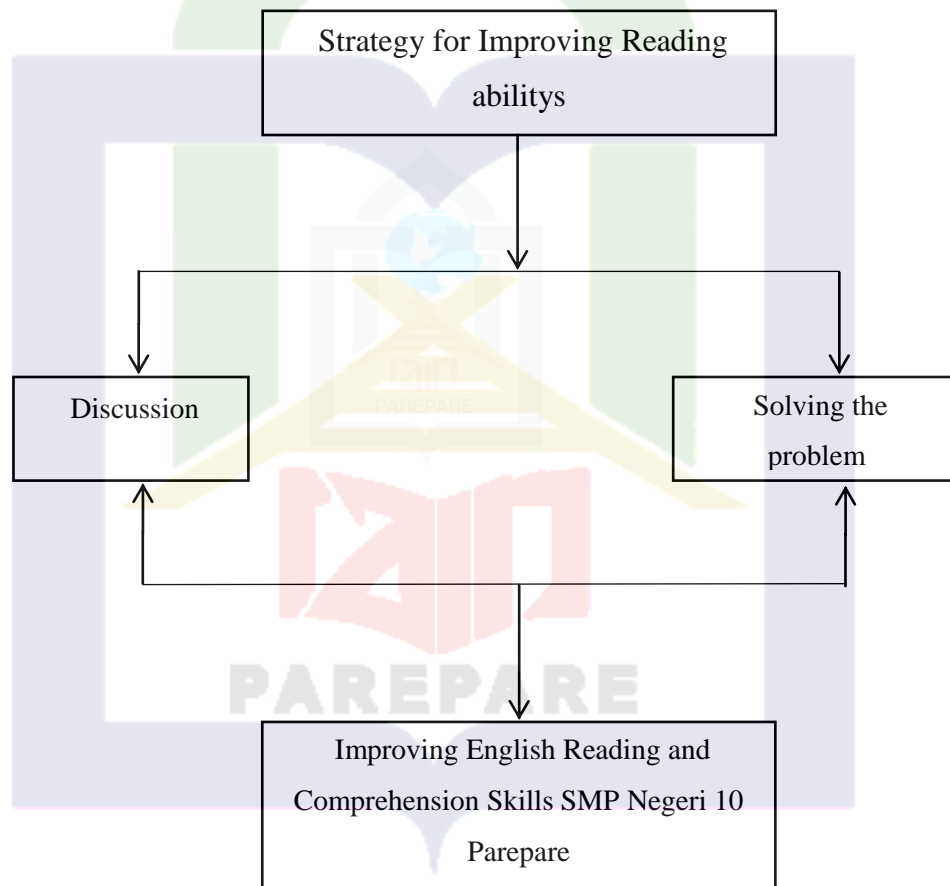
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental design using pre-test and post-test with quantitative approach, because the research would to establish possible cause and effect between dependent and independent variables.

The design used an experimental design. The researcher collected the method or media used by the sample and then randomly assigns half of the piece to a class and the other half to be used in another variable while controlling all other variables. "*Snowball Throwing*" as a digital learning media to Improve Reading abilitys in Class VII SMP 10 Parepare.

Table 3.1 Pretest-Posttest Design

$$O1\ X\ O2$$

Description:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration

The research location conducted at SMP 10 Parepare. It located on Jl. Bau Massepe No 474, Ujung Sabang, Kec. Ujung, Parepare City, South Sulawesi, Province, and the research conducted for 45 days including data analysis.

C.   Population and Sample

1. Population

The population of this study were VII grade students of SMP 10 Parepare. The total number of students is as shown in the table below:

Table 3.1 Population

Class	Gender		Total
	Male	Female	
Vii.1	14	14	28
Vii.2	12	17	29
Vii.3	14	14	28
Vii.4	15	15	30
Vii.5	12	18	30
Vii.6	15	16	31
Vii.7	15	15	30
Total	**97**	**109**	**206**

2. Sample

According to Sugiyono, the simple is part of the number and characteristics possessed by the population. So the sampling technique in this research was*Purposive Sampling.* According to Sugiyono, purposive sampling is about a sample that was proper to the class criteria.[33]For style experimental for class VII 4, the number of students is 30.

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[33] SuharsimiArikunto, *DasarEvaluasiPendidikan, and Edition of Refisi* (Cet X, Jakarta: BumiAksara, 2016).p.245

D. Data Collection

1. Data Collection

Data collection is an indispensable step in research because the data collected tests the hypothesesformulated in this study. In general, there are several methods of data collection techniques, namely.

a. Test

The test as a data collection instrument is a series of questions or exercise used to measure mastery of knowledge, intelligence ability, or talent about improving reading abilitys of Class VII Students of SMP 10 Parepare.

1) *Pre-test* is an activity to test the level of reading abilitys of Class VII Students of SMP Negeri 10 Parepare whose material will be delivered the pre-test before the learning activities begin using Snowball Throwing. Before the research provides treatment at the first meeting the research will give a pre-test to students to determine the level of reading abilitys of class VII Students of SMP Negeri 10 Parepare.

2) *The post-test* is a test conducted by research after treatment or after using snowball throwing. Post-test is the final evaluation when the material taught on that day has been given a post-test, in other words, whether students have improved in English. From the pretest, identify students' reading abilitys in class VII at SMP Negeri 10 Parepare.

b. Treatment

The research treatsstudents and provides some material about reading ability in class VII SMP 10 Parepare. This treatment will last for four meetings. The procedure of the treatment is as follows:

1) The research greeting to the students to open the class.

2) The research gives direction to pray before learning.

3) The research introduced herself to all the students'.

4) The research gave motivation to the students before teaching the materials.

5) The research checked the attendance list.

6) The research explained the material and the activity used.

7) The materials refer to the concept of Snowball Throwing.

E.   **ResearchInstrument**

According to Lorraine, an instrument is a tool used to collect data. It means that instrument are tool facilities used by the writer to collect the data entirely and systematically.[34] Research instrument is a tool in researching to collect data. The instrument in this study is reading tests.

F.   **Technique of Data Analysis**

Data analysis in this study used statistical methods of parameters and nonparameter statistical methods.

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[34] Erikusmawati. Increasing Present Continuos Tense Mastery Using Grammar Translation Method at English Graders of Mts N 1 East Lampung In Academic 2019.

1. Descriptive statistics

Descriptive statistics is a statistic used to analyze data by describing the data collected as it is without intending to make conclusion that apply to the general public or generalizations.[35]

Statistics are used to present data obtained through the result of the pretest (initial test) and posttest (final test) of students on the theme of proud to be an Indonesian nation by using tables (mean, median, standard deviation minimum score, maximum score) so that it is easily understood.

Data analysis was conducted through the following stages:

a. Mean, Standard Deviation, and Variance using SPSS 22 For Windows

The steps used to determine the mean, standard deviation, and variance using SPSS 22 For Windows as follows:

1) Data entry into SPSS

a) Open a new worksheet click File-New-Data

b) Display the variable view to prepare for entering the variable name and property.

2) Filling in the Data

After the variable name is defined, the next step is to fill in the data. Data, for that return to the data view, then fill in the data.

3) Saving Data

a) From the SPSS main menu, select the File-Save-As menu.

b) Give the file a name for uniformity with the Descriptive name and place the file in the desired place.

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[35] Moh Nazir, *Metode Penelitian,* (Jakarta: Ghalia Indonesia, 1998).

4) Processing Data

    a) Click on the menu Analyze-Scale-Reability-Analyze

    b) The move the student value to the Dependent List box and the class to the contact List.

    c) On Display, choose Statistic

    d) Click ok

    e) Save the output result.[36]

1. Normality Test Using SPSS 22 For Windows

Normality testing steps using SPSS 22 *For Windows* as follows:

a. Enter data into SPSS

    1) Book a new worksheet click File-New-Data

    2) Display the *variable view* to prepare for entering variable name and *property variable*.

    3) Return the view to the **Data View**. Fill in the data so that it will appear on the screen

b. Processing Data

    1) Select **Analyze – Nonparametric Tests – Legacy Dialogs – 1 – Simple K-S**

    2) Then move the Pretest score to the **Test Variable List** box

    3) Then click **Normal** on **Test**

    4) Click **Ok**

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[36] V Wiratna Sujarweni, SPPS Untuk Penelitian, h. 194-198

2. **Homogeneity Test using SPSS**

Calculating of homogeneity test using SPSS 22 *for windows*. The steps are as follows:

a. Enter data into SPSS

1) Open a new worksheet click **File-New-Data**

2) Display the **Variable View** to prepare for entering variable names and profiles.

b. Filling in the Data

1) Return the display to the **Data View**. Fill in the data so that it will appear on the screen.

c. Processing Data

1) Select **Analyze – Compare Means – One – Way Anova**

2) Enter student results in the **Dependent List** box and enter Test in **Fector**, so that it appears on the screen.

3) Click **Options** and under statistics select **Homogeneity of VarianceTest**,

4) Click **Continue**

5) Click **Ok.**

j) Paired Sample T Test using SPSS

The Paired t-test is used to determine whether there is a difference in the means of two independent samples. The two samples in question are two samples that are the same but have two different data.[37] Independent sample T test analysis can be done with steps as follows:

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[37] V Wiratna Sujarweni, SPSS Untuk Penelitian, (Yogyakarta: Pustaka Baru Press)

a. Data entry

1) Open a new worksheet click **File-New-Data**

2) Display the **Variable view** to prepare for entering the name of the variable property.

3) First variable   : before

Name   : type before

Type   : choose numeric

Width   : select 8

Decimal   : select 2

Label   : select type before

Value   : select none

Missing   : select none

Colums   : select 8

Align   : choose right

Measure   : choose scale

4) Second variable   : after

Name   : type after

Type   : choose numeric

Width   : select 8

Decimal   : select 2

Label   : choose type posttest

Value   : select none

Missing   : select none

Colums   : select 8

Align : choose right

Measure : choose scale

b. Fill in the data

After the variable names are defined, the next step is to fill in the data before and after treatment. For that, go back to the **Data View**.

1) Saving Data

Data can be saved with the following procedure:

a) From the SPSS main menu, select the **File-Save As** menu.

b) Given the file name for uniformity give the name paired and place the file in the desired **directory**.

c. Processing Data

The steps are as follows:

1) Click **Analyze-Compare Means-Independent-Samples T Test**

2) Enter the before and after data in the **Paired variable** box

3) Click **ok**.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The chapter explain about the findings and discussion which conducted based on the focused of the research, the data obtained by using experiment research which aimed to improve students' reading ability after taught by the snowball throwing strategy. The findings presents the data which conducted from the treatment and test while discussion deals with interpretation and its relevant into the theory of the research focused. This research conducted at class VII 4, the number of students was 30 by using purposive sampling which because of the recommendation of the teacher. The findings can be explained below:

This research conducted 6 meeting which can be explained below:

No	Activities	Meetings	Time
1	Observation	1 Meeting	2 October 2023
2	Pretest	1 Meeting	3 October 2023
3	Treatment	4 Meetings	4 October – 25 October 2023
4	Posttest	1 Meeting	25 October 2023

Sources: Data Research 2023.

The provided table offers a comprehensive project timeline for a research or experimental study. It delineates crucial activities, the number of meetings designated for each task, and their respective dates. "Observation" marks the initial phase, scheduled for a single meeting on October 3, 2023, during which researchers are

likely to gather preliminary data and observations. "Pretest," the second step, set for one meeting on October 4, 2023, is likely focused on administering a baseline assessment of participants before any interventions commence. The heart of the study is the "Treatment" phase, spanning four meetings from October 4 to October 25, 2023, indicating a structured intervention over time. Finally, the "Posttest" scheduled for October 25, 2023, allows researchers to assess the impact of the treatment, comparing it to the pretest data. This table serves as an essential guide for project management and progress tracking in the research or experimental endeavor.

This findings explained about the data which conducted from the test, and referred to the experiment method. The findings fact about the result of students' reading abilitys in SMP Negeri 10 Parepare after tested by pre-test and post-test.

1. **The Students Reading abilitys in SMP Negeri 10 Parepare**

   a. **Students Classification of Pretest**

   This classification obtained based on the students classification of the pre-test, the researcher firstly gave the test to the students before they conducted treatment section. The context of readingpre-test refers to an assessment or evaluation conducted before a language learning treatment intervention to determine a students or learner's proficiency or abilities in reading a particular language.

   The test explained about the instrument used in this research is a reading test with multiple-choice questions. This reading test is designed to assess participants' reading comprehension and skills. Multiple-choice questions are a common format for such tests, where participants are presented with a passage or text to read and are then asked to select the

correct answer from a list of choices for each question. The multiple-choice format provides a structured and standardized way to evaluate participants' understanding of the text, as it allows for objective grading and efficient data collection

The test given to all students, the class VII 4 as experimental class, the classification score can be showed below:

Table 4.1 The Students Classification Score for Pre-test

Classification	Score	Result Test	
		F	%
Very good	81-100	0	0
Good	61-80	14	46,67
Fair	41-60	16	53,33
Poor	21-40	0	0
Very poor	0-20	0	0

Sources: Result Data Reading Test

Based on the table above, it can be seen that mostly students get score for the test in interval of 41-60 for 16 students which representative of 53,33% in category of Fair, the other classification can be seen for category of Good which interval score for 61-80 that 14 students which also representative of 46,67%.

This data suggests that a significant portion of the students performed at a "Fair" level in the reading test, while a slightly smaller group achieved a

"Good" level of performance. The absence of scores in the "Very good," "Poor," and "Very poor" categories indicates a concentration of scores in the middle range of the scale, with a majority of students falling in the "Fair" range.

b. The mean and standard deviation of pre-test

Table 4.2 The mean and standard deviation of pre-test

Descriptive Statistics

	N	Minimum	Maximum	**Mean**	**Std. Deviation**
Pre-test VII 4	30	50	80	**64.67**	**9.371**
Valid N (listwise)	30				

Sources: SPSS Version 24.

Based on the table above which provides statistical information about pretest: the class of VII 4 which thisclass appear to be part of a study or experiment, and the table presents key summary statistics for their performance specially for the average score and standard deviation score.

The Class achieved a mean score of approximately 64.67, with a standard deviation of about 9.371. The mean score indicates the average performance level within this group, suggesting that, on average, individuals in the Class scored close to 64.67 on the measurement scale. The standard deviation reflects the degree of variability or spread in their scores, with a higher value indicating more variability. In this case, the standard deviation of 9.371 implies that there was a considerable range of scores within the Class VII 4.

c. **Students Classification of Posttest**

Table 4.3 The Students Classification Score for Posttest

Classification	Score	Result Test	
		F	%
Very good	81-100	7	23,33
Good	61-80	23	76,67
Fair	41-60	0	0
Poor	21-40	0	0
Very poor	0-20	0	0

Sources: Data Research 2023

Based on the table above, it can be seen that mostly students get score for VII 4 class in interval of 61-80 for 23 students which representative of 76,67% in category of Good, the other classification can be seen for category of Very Good which interval score for 81-100 that 7 students which also representative of 23,33%.

The result data of VII 4 displayed a wider range of performance, with the majority falling into the "Good" category and a smaller but significant group achieving "Very Good" scores. In contrast, the Control Class's performance was more concentrated, with all students achieving "Good" scores, and no students falling into other performance categories.

d. The mean and standard deviation of posttest

Table 4.4 The mean and standard deviation of posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test VII 4	30	70	90	81.00	6.074
Valid N (listwise)	30				

Sources : SPSS Version 24

Based on the table above, the VII 4 class conducted for mean score is 81.00, indicating that, on average, participants in this group achieved a score of 81.00 in the assessment. The standard deviation for this group is 6.074, which reflects the degree of variability or spread in the scores. A higher standard deviation suggests that scores in the Class exhibit a wider range from the mean.

These statistics above are important in understanding the performance of class. The higher mean score in the Class suggests that, on average, participants in this group outperformed those in the class. However, the larger standard deviation in the Class indicates greater score variability, which may signify a wider range of performance levels within that group. The class had a more consistent performance with a smaller standard deviation, but a slightly lower average score.

The posttest achieved a higher mean score, but with greater variability, while the pretest had a lower mean score but exhibited less score dispersion. These statistics offer valuable insights into the overall performance and consistency of the two testboth pretest reading and also posttest reading test.

e. Test of Significant (T-Test)

T-test is a statistical hypothesis test used to determine whether there is a significant difference between the means of two groups or populations. It is a commonly used test in various fields of research to evaluate whether the observed differences in sample data are likely to be real or if they could have occurred due to random chance.

Table 4.5 The Test of Significant (T-Test)

Variable	T-test Score	T-test Table
Pretest	0,985	2,042
Posttest	3,921	2,042

Sources : SPSS Version 24, Appendix 4

Based on the students result obtained and stated in findings above researcher used t-test in inferential statistic through SPSS 24program windows evaluating version to test hypothesis. In pre-test, the researcher found that the t-test value was lower than t-table (0.985<2.042). It meansthat Ha was rejected and Ho was is accepted in the pretest. While in relation to the finding of post-test, the t-test value is higher than t-table (3.921>2.042). It means that the alternative hypothesis (H₁) was accepted and the null hypothesis (Ho) was rejected. The hypothesis was:

1) Alternative Hypothesis (H₁)

There is significance effect of students Reading Ability after using Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare.

2) Null Hypothesis (H_0)

There is no significance effect of students Reading Ability after using Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare.

Based on the explanation above, it can be conclude that there is significance effect of students Reading Ability after using Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare.

2. The Implementation of Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare

This findings explained about the step of teaching the Snowball Throwing Learning Strategy at SMP Negeri 10 Parepare requires setting the stage for an engaging and interactive learning experience. The Snowball Throwing Learning Strategy is an innovative and student-centered approach to education that promotes active participation and peer-to-peer collaboration.

The Snowball Throwing Learning Strategy is an interactive and cooperative teaching approach that promotes student engagement and peer learning. It can be implemented in three distinct phases, corresponding to the opening, main class, and closing class portions of a typical lesson. Several stage of implementing Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare. The steps can be explained bellowed:

a) Opening Class

The opening class phase sets the stage for the Snowball Throwing Learning Strategy. In this phase, the teacher introduces the topic or learning objective for the day. The key steps during the opening class phase are as follows:

1. The first step is about introduction which the teacher starts by introducing the day's topic and clearly states the learning objectives. This step helps students understand what they are expected to achieve during the lesson.

2. The second step that formation of Snowball Groups which students are divided into small groups, typically consisting of 3-5 members, depending on class size. These groups will be essential for the collaborative aspect of the strategy.

3. The next step is clear instructions which the teacher provides students with clear instructions on the specific task they will be engaging in during the main class phase. Students are informed about their roles and responsibilities within their respective groups.

b) Main Class

Next activities after opening class that main class which is where the point of implementation of the Snowball Throwing Learning Strategy takes place. It encourages active participation and peer-to-peer collaboration.

1. Snowball Reading Exchange

After creating their individual snowballs, students stand up and "throw" them into a central pile in the classroom. They then randomly select another snowball (idea) from the pile. This interaction ensures that students receive different perspectives on the topic. The student given the text about reading to be read.

2. Group Discussion and Sharing

　　Next step is about students return to their groups and take turns sharing and discussing the ideas they've selected from the pile. This step promotes active communication and collaboration within the groups, allowing students to build upon each other's initial thoughts and also given some asking to the other group while discussion.

3. Elaboration and Synthesis

　　Next step is about students expand on the ideas they've collected, integrating new insights and information into their discussions. This encourages critical thinking and a deeper understanding of the topic.

c) Closing Class

　　Last things activities that group presentations which is each group is given the opportunity to present a summary of their discussions and the key insights they have gathered from the Snowball Throwing activity. This encourages students to articulate and share their collective understanding of the topic.

　　Another teacher facilitation which the teacher can offer feedback, clarification, and guidance based on the group presentations. This is an opportunity for the teacher to address any misconceptions or provide additional context. Reflection and Conclusion which the lesson concludes with a brief reflection by students, during which they can summarize what they've learned and express any questions or insights. The teacher can also provide a brief summary of the lesson and

emphasize the key takeaways from the reading activities using this snowball strategy.

The Snowball Throwing Learning Strategy is an innovative and interactive approach that has the potential to significantly improve students' reading abilitys. This strategy encourages active participation, peer collaboration, and critical thinking, making it particularly effective in the context of reading comprehension and literacy development.

The Snowball Strategy promotes engagement. When students engage with written texts, they become more invested in the material. By initially having students individually brainstorm and write down their thoughts and questions related to a reading passage, they are encouraged to actively think about the text. This process helps activate prior knowledge, build curiosity, and develop a sense of purpose for reading.

The Snowball Throwing Strategy enhances critical thinking. Within their groups, students are prompted to elaborate on the ideas they've gathered from the snowballs. This requires them to analyze, synthesize, and extend their comprehension of the reading material. They must draw connections, provide evidence, and construct well-reasoned responses to their peers' contributions. This process not only deepens their understanding of the text but also sharpens their critical thinking skills.

B. Discussion

This research explained about the effect of snowball throwing learning strategy in improving the reading ability of students of SMP Negeri 10 Parepare, this discussion about the effect of the students reading ability, the discussion of the research conducted to enhance students' reading ability through the implementation of the Snowball Throwing Learning Strategy at SMP Negeri 10 Parepare offer valuable insights into the effectiveness of this innovative approach. The study, involving 30 students from class VII 4, was thoughtfully structured into six meetings, each serving a distinct purpose within the research framework.

The effect of the Snowball Throwing Learning Strategy at SMP Negeri 10 Parepare has shown positive effects on students' reading abilities. This innovative approach encourages active participation, collaboration among peers, and critical thinking skills, which are crucial for reading comprehension and literacy development. The strategy begins with the teacher introducing the topic and forming small groups for collaborative discussions.

The effect of Snowball Throwing Learning Strategy during the main class phase, students engage in activities like exchanging ideas through snowball reading and group discussions, which help them explore different perspectives and deepen their understanding of the topic. The strategy also promotes engagement with written texts by encouraging students to brainstorm and articulate their thoughts and questions, thus activating prior knowledge and building curiosity. Moreover, the strategy enhances critical thinking as students analyze, synthesize, and extend their comprehension of the reading material within their groups. Overall, the Snowball Throwing Learning Strategy has proven to be an effective method for improving

students' reading abilities by fostering active engagement and critical thinking in the learning process.

According to the previous research about Ratna Cahyani Journal of ELTS (English Language Teaching Society). The object of this research is to find out whether or not that using Snowball Throwing Strategy is effective in improving student's ability in reading narrative text of the grade eight at of the grade eight at SMP Negeri 1 Bunta.[38]The relevant between this researches and the previous one lies in the consistent and favorable outcomes observed when implementing the Snowball Throwing Learning Strategy in different educational settings. While the specifics of the two studies may differ, the core principle of using this innovative strategy to enhance reading abilitys remains a common thread.

Ratna Cahyani, as highlighted in the previous discussion, the posttest results revealed a significant improvement in students' reading ability. The majority of students achieved scores in the "Good" category (76.67%), with a notable portion attaining "Very Good" scores (23.33%). The mean score increased significantly, indicating enhanced reading abilities after the implementation of the Snowball Throwing Strategy. The standard deviation also pointed to a broader range of performance levels within the group. The Snowball Throwing Strategy has proven to be highly effective in enhancing students' reading ability at SMP Negeri 10 Parepare. This innovative teaching approach encourages active participation, peer collaboration, and critical thinking, which are fundamental skills for improving reading proficiency.

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[38] Cindi Ratna Cahyani, "Improving Reading Ability Eight Students through Snowball Throwing Strategy. *e-journal of ELTS (English Language Teaching Society)*"

The effect of Snowball Throwing Learning Strategy has demonstrated significant positive effects on students' learning outcomes, particularly in the context of reading comprehension and literacy development. Through its interactive and collaborative approach, this innovative strategy engages students actively in the learning process and promotes peer-to-peer collaboration. By encouraging students to exchange ideas, discuss concepts, and synthesize information within small groups, the strategy fosters deeper understanding and critical thinking skills

The research conducted in class VII 4 at SMP Negeri 10 Parepare clearly demonstrates the positive impact of the Snowball Throwing Strategy on students' reading abilities. The findings, based on pretest and posttest assessments, revealed significant improvements in students' performance. Students fell into the "Fair" category, indicating a moderate level of reading proficiency. After implementing the Snowball Throwing Strategy.

CHAPTER V

CLOSING

This chapter present with the conclusion of the research findings and discussion as regarding to the conclusion for the title of The effect of Snowball Throwing Learning Strategy in Improving the Reading Ability of students of SMP Negeri 10 Parepare.

A. Conclusion

According to the research findings and discussion, the effect of students Reading Ability teaching by Snowball Throwing Learning Strategy significantly give an effect to the students reading ability. The result data showed pretest was 64,67 and post test score was 81,00. The students result obtained t-test in inferential statistic found that the t-test value was lower than t-table (3.921>2.042) which there is significance effect of students Reading Ability after using Snowball Throwing Learning Strategy of SMP Negeri 10 Parepare which proved that Snowball Throwing Learning Strategy give more opportunity to read and repeat reading activates and given short question and answered which fully give effect to the students reading ability at learning processed.

B. Suggestion

The research gives some suggestion about the result of the research which delivered to:

1. The using of Snowball Throwing Learning Strategy at SMA 1 Parepare should be consistent in order to develop student's capability for their reading capability.

2. English teacher should give more motivation to the students in order to develop students speaking reading ability.

3. The next researcher should conduct more interesting topic or strategy to innovate the Snowball Throwing Learning Strategy for the next research.

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APPENDICES

Appendix 01 : Research INSTRUMENT

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI PAREPARE
	FAKULTAS TARBIYAH
	Jl. AmalBakti No.8 Soreang 91131 Telp.(0421) 21307
	VALIDASI INSTRUMEN PENELITIAN

Name of the Student	:	**NURUL ULMI**
The Title of Thesis	:	**THE EFFECT OF SNOWBALL THROWING LEARNING STRATEGY IN IMPROVING THE READING ABILITY OF STUDENTS OF SMP NEGERI 10 PAREPARE**
Student Reg. Number	:	**19.1300.045**
Faculty	:	**Tarbiyah**
Study Program	:	**English Education Program**

PRE TEST AND POST TEST

Answer the following questions below

Read the text answer questions 1 to 3.

Tania goes to cardigan school. She gets up at 7 o'clock. She studies from 8.15 to 12.10 at 12.20, she has lunch with her friends. After lunch, she plays tennis and after dinner she usually prepares the next day's lessons. After that she meets and talks with her friends, calls her family or read magazines. She really enjoys studies in Cardigan School.

1. How long does Tania study
   a. 3 hours
   b. 4 hours
   c. 5 hours
   d. 6 hours

2. What does Tania do before playing tennis?
   a. Having dinner
   b. Having lunch

c. Preparing the next day's lessons

d. Meeting and talking with her friends

3. With statement in NOT TRUE according to the text?

    a. Tania studies in Cardigan School

    b. Tania prepares the next day's lesson after dinner

    c. Tania likes studying in Cardigan school very much

    d. Tania lives with her family

Read the text and answer question 4 to 5

To : Doni

I need my leather for De Java Mo Touring next Sunday. Please return My jacket soon, Okay!

Wendy

4. What is the short message written for?

    a. To ask the reader lend his jacket.

    b. To persuade Doni to Join De Java MoTouring.

    c. To ask the Doni to return the Jacket's sender.

    d. To tell reader that will join the tour.

5. "Please **return**my jacket soon, Okay!"

  The underlined world means ….

  a. Let something drop

  b. Give something back

  c. Make something better

  d. Send something home

The text is for question 6 to 10

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta.

We went to Monas. There were used an elevator to get to the top. We enjoyed the beauty of Jakarta from there.

Then, we took a bus way to Taman Mini Indonesia Indah. We visited museum of science and technology. We also watched a film in Keong Mas Theatre.

After that, we went to Ancol. We saw people riding jet-sky. We rode a cable car there. Finally, we went home.

We all felt tired but happy.

6. The orientation of the text is shown by sentences ….
    a. My family and I went to Jakarta two weeks ago.
    b. We went to Monas.
    c. Then, we took a busway to Taman Mini Indonesia Indah.
    d. After that, we went to Ancol.
7. There are … events in the text.
    a. Two
    b. Three
    c. Four
    d. Five

8. An example of adverbs of time in the text is ….
    a. Two weeks ago
    b. In Jakarta
    c. Then
    d. From there
9. An example adverbs of sequence in the text is ….
    a. Two weeks ago
    b. In Jakarta

c. Them

d. From there

10. The text is aimed to ….

    a. Show experience

    b. Show that we're proud of them

    c. Learn from them

    d. Report them

The dialog is for question 11 to 14.

Ujang : What did you last weekend?

Santi : I went to a rooftop restaurant with Agung.

Ujang : Really? What did you do there?

Santi : Yes, we had sky dinning. The restaurant os owned by a famous cook, Sarah Queen.

      After that we went to a cinema down town. We watched "Annabelle". At midnight we went home.

Ujang : Were you happy last weekend?

Santi : Well, I couldn't ask for a better night.

11. The orientation of the dialog is ….

    a. Santi's information about agung

    b. Santi told her last weekend activity

    c. Santi's experience in the rooftop restaurant

    d. Santi told Ujang about Sarah Queen's cuisine

12. The events in the dialog is ….

    a. Santi's activity during last Ujang

    b. Santi's activity during last weekend

    c. Sarah Queen owned a rooftop restaurant

    d. The movie was Annabelle

13. Reorientation in the dialog is shown by sentence ….

a. What did you do last weekend?

b. I went to a rooftop restaurant with Agung

c. Were you happy last weekend?

d. Well, I Couldn't ask for a better night

14. The purpose of the dialog is ….

a. To show experience

b. To show that we're proud of them

c. To learn from them

d. To report them

The text is for questions 15 to 18

I am used to travelling by air but only on one occasion I left frightened. After taking off, we flew low over the city. It slowly went high to the sky.

But suddenly it turned round and flew back to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board wa worried and we grew curious about what was happening.

Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

15. The orientation of the text is ….

a. The writer used to travelling by air but only on one occasion he felt frightened

b. The plane turned round and flew back to the airport

c. An air-hostess told us to keep calm quietly as soon as it landed

d. After the passengers landed, the police searched the plane carefully

16. Reorientation in the dialogue is shown by sentence ….

a. Later the passengers learnt that there was a vey important person on board

b. Earlier somebody told the police that there was a bomb on the plane

c. Fortunately, they didn't find a bomb

d. Five hours later we were able to take off again

17. What is the purpose of the text?

    a. Telling an experience

    b. Showing that we're proud of them

    c. Learning form them

    d. Reporting them

18. Why did the plane fly back to the airport?

    a. The pilot was afraid to bombs.

    b. The pilot forgot about something

    c. The passengers were frightened

    d. Police suspected that there was a bomb on the plane

The text is for question 19 to 20

One day, I got up with the feeling that the day was going to be unlucky day for me. O found that it was already 6.50 a.m., I rushed into the bathroom. In a hurry I did see a piece of soap lying on the floor. I stepped on it and slipped.

Then, I went into the dining room for my breakfast. I gulped down the teas without realizing that it was very hot. So it burnt my tounge. I got dressed and rushed to the bus stop. Unfortunately, I just missed the bus. My heart sank and knew that I would be late for school and my teacher would be angry with me again.

19. What happened when I got my breakfast?

    a. I slipped on it

    b. In a hurry I did not see it

    c. I hurt my tounge

    d. I just missed my breakfast

20. The first thing happened to me is ….
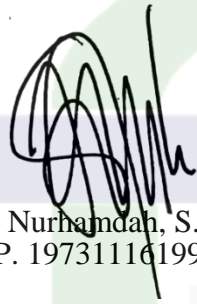
    a. I woke up late

b. I rushed into the bathroom

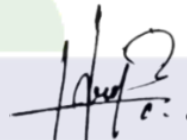c. I stepped on the soap

d. I slipped

Parepare, 3 Mei 2023
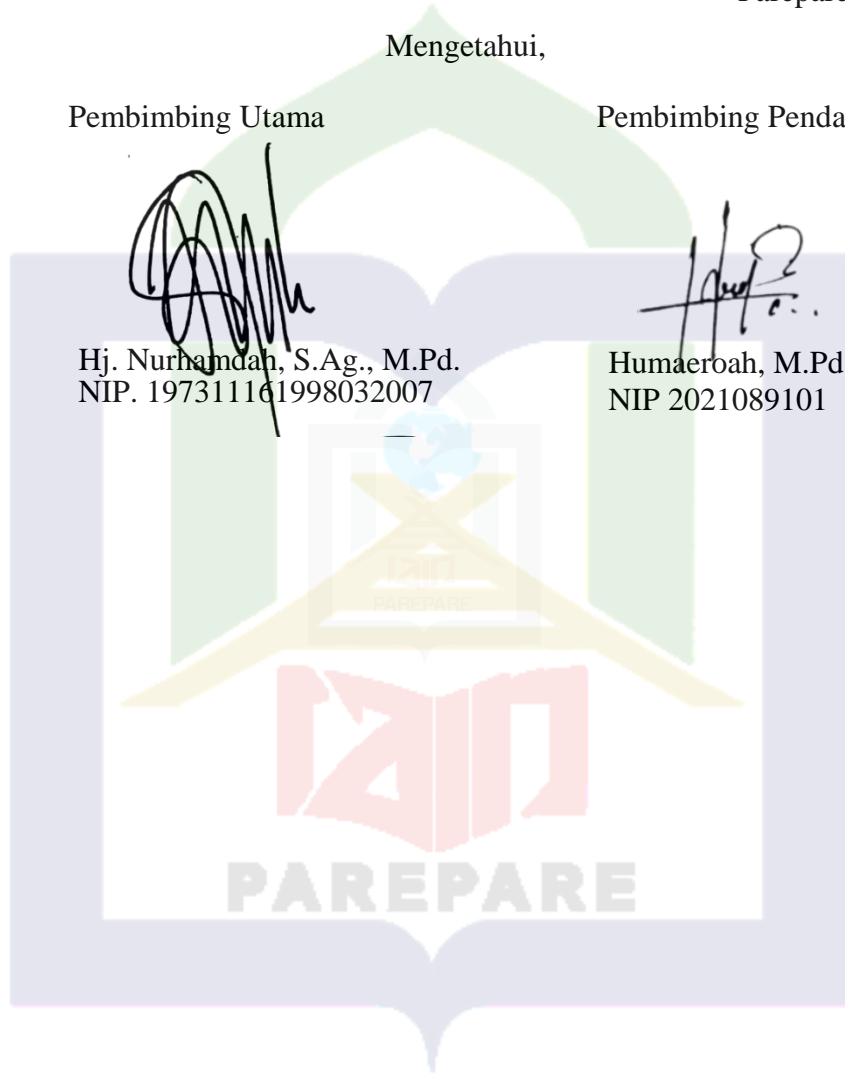
Mengetahui,

Pembimbing Utama   Pembimbing Pendamping

Hj. Nurhamdah, S.Ag., M.Pd.   Humaeroah, M.Pd.
NIP. 197311161998032007   NIP 2021089101

Appendix 02: Students Score

RESULT DATA

No	Name	Pre Test	Post Test Score
1	Achmad Rifqhy Syah	60	80
2	Akram Muhammadin	70	90
3	Al Nabil Putra Msaherti	70	90
4	Aloysius Tato	50	80
5	Alya Amelia	70	70
6	Ananda Raykhana	50	80
7	Andi Karina	50	80
8	Artika Zahra	50	70
9	Azalia Ashari	70	80
10	Claudya Puji Lestari Fangidae	60	70
11	Dewi Ayu Lestari	60	80
12	Elang Muhammad Indradewa	60	80
13	Fitriani	70	90
14	Ibna Mutmainna Bustaman	70	80
15	Intan Lovely Marhaen	80	80
16	Muh. Angga	70	90
17	Muhamad Daiffa Dafina	50	80
18	Muhammad Akib Qasim	60	80
19	Muhammad Alifal Ghan	80	80
20	Muhammad Caesar Ray	60	80
21	Muhammad Farhan	70	80
22	Muhammad Fatih Ikhsan	80	90
23	Muhammad Ikhsan Muis	60	80
24	Muhammad Irsyal	70	90
25	Muhammad Khautal Jahfal	60	80
26	Muhammad Nazar Gusman	70	70
27	Musdalifah Bulang Papalang	60	80
28	Nichard Triseber	80	80
29	Nurhidayah Lindi Islamiyati	60	80
30	Rayhan Naufaldi Maulana	70	90

Appendix 03: Statistic Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperiment	30	50	80	64.67	9.371
Post-test Eksperiment	30	70	90	81.00	6.074
Valid N (listwise)	30				

		Pre-test Eksperiment	Post-test Eksperiment
N	Valid	30	30
	Missing	0	0

Pre-test Eksperiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	16.7	16.7	16.7
	60	10	33.3	33.3	50.0
	70	11	36.7	36.7	86.7
	80	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Post-test Eksperiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	4	13.3	13.3	13.3
	80	19	63.3	63.3	76.7
	90	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Pre-test Eksperiment

Mean = 64.67
Std. Dev. = 9.371
N = 30

Post-test Eksperiment

Mean = 81
Std. Dev. = 6.074
N = 30

Post-test Eksperiment

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.024	.876	.985	58	.329	2.33333	2.36918	-2.40910	7.07577
	Equal variances not assumed			.985	57.893	.329	2.33333	2.36918	-2.40929	7.07595

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	.967	.329	3.921	58	.000	5.66667	1.44503	2.77412	8.55922
	Equal variances not assumed			3.921	56.219	.000	5.66667	1.44503	2.77217	8.56117

Appendix 04 : Documentation

b

XVIII

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3952 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

| Menimbang | : | a. | Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022; |
| | | b. | Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa. |

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

| Memperhatikan | : | a. | Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022; |
| | | b. | Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022. |

MEMUTUSKAN

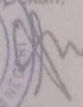| Menetapkan | : | KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022; |
| Kesatu | : | Menunjuk saudara, 1. Hj. Nurhamdah, S.Ag., M.Pd. |
| | | 2. Humaeroah, M.Pd. |

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Nurul Ulmi
NIM	:	19.1300.045
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Teacher's Teaching Method In Attracting Students' Skill In Reading By Using Snow Ball Throwing Of SMKN 3 Pinrang

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 19 September 2022
Dekan,

Zulfah

XIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421- 21307 Fax 24404
PO Box 909 Parepare 91100, website: [...] email: [...]

Nomor	: B-4420/In.39/FTAR.01/PP.00.9/10/2023	19 Oktober 2023
Lampiran	: 1 Bundel Proposal Penelitian	
H a l	: Permohonan Rekomendasi Izin Penelitian	

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

    Kota Parepare

Assalamu 'alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare

Nama	: Nurul Ulmi
Tempat/Tgl. Lahir	: Majakka B, 22 Februari 2001
NIM	: 19.1300.045
Fakultas / Program Studi	: Tarbiyah/Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Majakka B, Desa Watang pulu, Kec. Suppa Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul *"The Effect of Snowball Throwing Learning Strategy in Improving the Reading Ability of Students of SMP Negeri 10 Parepare".* Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

1 Rektor IAIN Parepare

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SRN IP0de0930

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 25394 Fasimile (0421) 25519 Kode Pos 91111, Email : dpmtsp@parepare

REKOMENDASI PENELITIAN
Nomor : 930/1P/DPM-PTSP/11/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA : **NURUL ULMI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **MAJAKKA B, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE EFFECT OF SNOWBALL THROWING LEARNING STRATEGY IN IMPROVING THE READING ABILITY OF STUDENTS OF SMP NEGERI 10 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 10 PAREPARE)**

LAMA PENELITIAN : **09 November 2023 s.d 09 Desember 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
Pada Tanggal : **13 November 2023**

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSrE
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 10
Jalan Bau Massepe No. 474 Kota Parepare 91111
Telepon : 0421-21331
Pos-El : info@smpn10parepare.sch.id Laman:http:www//smpn10parepare.sch.id

SURAT KETERANGAN
Nomor : 422.4/310/SMP 10

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 10 Parepare menerangankan bahwa :

Nama	: NURUL ULMI
NIM	: 19.1300.045
Jenis Kelamin	: Perempuan
Lembaga	: Institut Agama Islam Negeri (IAIN) Parepare
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Fakultas	: Tarbiyah
Tujuan	: Penelitian
Alamat	: Majakka Pinrang

Yang tersebut namanya di atas telah mengadakan Penelitian di UPTD SMP Negeri 10 Parepare tanggal, 09 November s.d. 09 Desember 2023 Untuk melengkapi syarat penyusunan skripsi yang berjudul: THE EFFECT OF SNOWBALL THROWING LEARNING STRATEGY IN IMPROVING THE READING ABILITY OF STUDENTS OF SMP NEGERI 10 PAREPARE

Demikian surat keterangan Penelitian ini diberikan untuk dapat dipergunakan sebagai mestinya.

20 November 2023
Kepala Sekolah,

JALALUDDIN, S. Pd
NIP. 196622000031007

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CURRICULUM VITAE

Name Nurul Ulmi, born in Majakka. B, February 22, 2001. The second child of two siblings born to Mr. Sudirman and Mrs. Suhaeni. The educational journey undertaken by the author includes attending SDN 105 Suppa and graduating in 2013, enrolling in SMPN 4 Suppa in 2013 and graduating in 2016, continuing to the next level at SMKN 3 Pinrang and graduating in 2019. Subsequently, she pursued her undergraduate studies at the State Islamic Institute (IAIN) Parepare, choosing the English Education program. The author completed her Field Experience Practice at PPL Location SMPN 10 Parepare in 2022 and also engaged in Community Service Lectures in the city of Soppeng in the same year. She successfully completed her final project titled "The effect of snowball throwing learning strategy in improving the reading ability of students of SMP Negeri 10 Parepare."