# THE EFFECTIVENESS OF SNOWBALL THROWING METHOD IN LEARNING UNDERSTANDING THE MEANING OF COMPLEX TEXT EXPLANATION

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## ABSTRACT

*This research is motivated by the researcher's curiosity about the successful use of the snowball throwing method in understanding the meaning of the complex explanatory text. The purpose of this study is to determine the level of success obtained in the use of the snowball throwing method in understanding the meaning of the complex explanatory text. The formulation of the research problems are: 1) is there a difference between before using and after the snowball throwing method? 2) Is the snowball throwing learning method used successfully in learning to understand the meaning of the explanatory text? This study uses a quantitative research approach with data collection techniques, namely tests and observations. Research Results The significance of the results is sig. 0.000 means <0. 05 Based on it can be concluded that there is a significant difference between learning to understand the meaning of the complex explanatory text before and after the application of the snowball throwing method to students of class XI MIA 3. This research also shows that the snowball throwing learning method gets an average value. N-Gain in class XI MIA 3 is 57.3% or it can be interpreted as quite effective in learning to understand the meaning of the complex explanatory text.*

*Keywords: Snowball Throwing Method, Complex Explanatory Text*

## ABSTRAK

Penelitian ini dilatarbelakangi keingintahuan peneliti mengenai keberhasilan penggunaan metode snowball throwing dalam memahami makna teks eksplanasi kompleks. Tujuan dari penelitian ini untuk mengetahui tingkat keberhasilan yang diperoleh dalam penggunaan metode snowball throwing dalam memahami makna teks eksplanasi kompleks. Rumusan masalah penelitian ini adalah: 1) adakah perbedaan antara sebelum menggunakan dan sesudah metode snowball throwing?, 2) apakah metode pembelajaran snowball throwing berhasil digunakan dalam pembelajaran memahami makna teks eksplanasi? Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan teknik pengumpulan data yaitu tes dan observasi. Hasil penelitian Nilai signifikansi hasilnya adalah sig. 0,000 artinya < 0,05 Berdasarkan dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara pembelajaran memahami makna teks eksplanasi kompleks sebelum serta sesudah diterapkannya metode snowball throwing pada peserta didik kelas XI MIA 3. Penelitian ini juga menunjukan bahwa metode pembelajaran snowball throwing mendapat nilai rata-rata N-Gain pada kelas XI MIA 3 sebesar 57,3% atau dapat diartikan cukup efektif dalam pembelajaran memahami makna teks eksplanasi kompleks.

**Kata Kunci**: *Metode Snowball Throwing, Teks eksplanasi kompleks*

## INTRODUUCTION

Students' ability in understanding complex explanatory texts is still lacking. Many students think that a complex explanatory text is just a text that contains information about an event. However, the text contains information about the cause and effect of a phenomenon, be it natural, social or cultural phenomena that occur. This research is motivated by the researchers' curiosity about the effectiveness of using the snowball throwing method in understanding the meaning of complex explanatory text. Interesting and effective learning is desired by all students, so that students can easily understand and understand what the teacher

provides. One of the ways that learning can be carried out effectively and attractively is by using the right method in the text being studied or taught. The teacher needs to know the character of each student to determine the appropriate method. Each student also has abilities and understandings that are not the same as each other. Therefore, teachers need to have a way to make it easier for students to understand the percent or information provided by the teacher. Likewise, students have an understanding of the meaning of complex explanatory texts.

Based on the aforementioned factors, the formulation of the research problem is: 1) what is the difference between before using and after the snowball throwing method? 2) Is the snowball throwing learning method used successfully in learning to understand meaning? Based on the above problems, the objectives of this study were 1) to determine the difference between the methods before using and after the snowball throwing method, 2) to find out that the snowball throwing learning method was successfully used in learning to understand meaning.

Research on the effectiveness of using the snowball throwing learning method in understanding the meaning of this complex explanatory text has been conducted by several other researchers, (Agustina, 2017; Hakim & Pramukantoro, 2013; Jampel et al., 2017; Kusumawati, 2017; Widiastini et al., 2017; ) In this study, whether it is done only using the snowball throwing learning method or which has been combined with other methods, it shows that research can improve students' learning abilities. In addition, there is also research on complex explanatory texts (Aprilia et al., 2017; Khaerunnisa & Azhari, 2018; Susilo & Kholifah, 2017) Based on these three studies, the results obtained are by using several other complex explanation learning methods. text that can affect the improvement of student learning outcomes. Whereas in this study, the researcher wanted to know about the effectiveness of the use of the snowball throwing method for high school students, especially in class XI students.

Sobari (et al., 2020) The essence of learning to write is learning that involves psychological and physical activities to get ideas, thoughts, and imagination arranged in writing. According to Tarigan (Mayasari & Wikanengsih, 2019) Learning is a way that always exists in human life, because learning is something that must be passed so that humans become more focused and orderly than before in living their lives. Learning is a combination of several activities that influence each other to achieve learning objectives which include human elements, materials, facilities, equipment, and procedures (Hamalik, 2015, p. 57). Learning is a task that is carried out by the teacher because teachers are professionals who are prepared for this activity.

Learning in schools can further develop, from traditional to modern learning (Ruhimat, et al., 2016, p. 128). So it can be concluded that learning is a task carried out by a teacher which contains the psychological and physical activities of the teaching and learning process which contains changing students to be more focused and orderly than before. Learning also includes several elements, namely: people, materials, facilities, equipment, and procedures.

The Snowball Throwing method is a way of teaching that trains students to be able to get messages from other people more quickly and to be able to send these messages back to their group mates. The messages obtained from other groups were questions written on paper which were crumpled into shapes like paper balls and then tossed them to other students. Students who receive paper balls open and answer questions (Muslihuddin, et al, 2012, p. 189). Meanwhile, Shoimin (2017, p. 174) explains that the snowball throwing learning method is a development of the discussion learning method and is one of the methods in cooperative learning. The use of the method must be adapted to the learning that will be given. As for Al-Tanjung & Firmansyah (2019), The snowball throwing method is one type of cooperative learning model by throwing snowballs in groups. The Snowball Throwing method has appropriate learning steps to be used in understanding the meaning of complex explanatory text. The steps in this snowball throwing lesson consist of 1) delivery of the material delivered by the teacher; 2) forming a group then calling each group leader to explain the material; 3) the group leader returns to the group and explains the material that has been delivered by the teacher; 4) each student writes a question about the material being discussed; 5) then the paper is made like a ball and then thrown from one student to another; 6) after getting one ball/question, students are given time to answer in turn; 7) evaluation; 8) cover. The Snowball Throwing method has appropriate learning steps to be used in understanding the meaning of complex explanatory text. The steps in this snowball throwing lesson consist of 1) delivery of the material delivered by the teacher; 2) forming a group then calling each group leader to explain the material; 3) the group leader returns to the group and explains the material that has been delivered by the teacher; 4) each student writes a question about the material being discussed; 5) then the paper is made like a ball and then thrown from one student to another; 6) after getting one ball / question, students are given time to answer in turn; 7) evaluation; 8) cover. The Snowball Throwing method has appropriate learning steps to be used in understanding the meaning of complex explanatory text. The steps in this snowball throwing lesson consist of 1) delivery of the material delivered by the teacher; 2) forming a group then calling each group leader to explain the material; 3) the group leader returns to the group and

explains the material that has been delivered by the teacher; 4) each student writes a question about the material being discussed; 5) then the paper is made like a ball and then thrown from one student to another; 6) after getting one ball / question, students are given time to answer in turn; 7) evaluation; 8) cover. 2) forming a group then calling each group leader to explain the material; 3) the group leader returns to the group and explains the material that has been delivered by the teacher; 4) each student writes a question about the material being discussed; 5) then the paper is made like a ball and then thrown from one student to another; 6) after getting one ball / question, students are given time to answer in turn; 7) evaluation; 8) cover. 2) forming a group then calling each group leader to explain the material; 3) the group leader returns to the group and explains the material that has been delivered by the teacher; 4) each student writes a question about the material being discussed; 5) then the paper is made like a ball and then thrown from one student to another; 6) after getting one ball / question, students are given time to answer in turn; 7) evaluation; 8) cover.

According to Kosasih & Kurniawan (2018, p. 114), explanation is a text that describes an event, whether natural, social, or cultural. Complex explanatory text is an essay that contains an understanding of a topic or news related to various phenomena, both natural and social phenomena that exist in everyday life (Suherli, et al, 2017, p. 45). Pradiyono (Susilo & Kholifah, 2017) explains that explanatory text is an explanation of the process of the occurrence or formation of a phenomenon. Therefore, the researcher will try to examine the Effectiveness of the Snowball Throwing Method in Learning to Understand the Meaning of Complex Explanatory Texts.

**METHOD**

According to Sugiyono (2017, p. 2), the research method is a scientific way to obtain data for specific purposes and uses. Methods are ways of getting data for specific purposes (Aeni & Lestari, 2018). In this study, researchers used experimental research methods or commonly known as quantitative methods. Quantitative research methods are also called research methods that are based on the philosophy of positivity, use of methods to examine a population with a specific sample, the data obtained are used for research instruments, analyze quantitative or statistical data, so that they can test predetermined hypotheses. (Sugiyono, 2017, p. 9).

In this study, researchers will use a pre-experimental method in the form of one group pretest-postest design. In this design, before the experimental class was given treatment, the

experimental class was given a test to compare the conditions before and after being treated. This design can be described:

O1 x O2

O1 = pretest experimental class

O2 = posttest experimental class

X = treatment

The first activity that is carried out is to provide a preliminary test without giving any previous action. Then the researcher gave an action in the form of learning complex explanatory text with a snowball throwing model. After that, at the end of the meeting, students were again given a final test related to learning complex explanatory text. The instrument used in this study was 20 multiple choice questions containing structural questions, language rules, PUEBI, writing, and complex explanatory text.

## RESULTS AND DISCUSSION

### Results

In this section of the discussion, the researcher will describe the effectiveness of the snowball throwing method in learning to understand the meaning of complex explanatory text. Below is a table that states the comparison of the starting and ending values.

**Table 1 Comparison of Average Prates and Final Tests for Class XI MIA 3 MAN Cimahi**

| Test | Average value | Increase (%) |
|------|---------------|--------------|
| Early | 65.53 | 30% |
| End | 85.13 | |

Based on table 1, it can be seen that the average initial test result is 65.53 and the average final test result is 85.13. The data obtained shows that using the snowball throwing method students can improve students' ability to understand the meaning of complex explanatory text. The increase in the average score of students' pre and post tests was about 30%.

**Table 2 Paired Sample T-Test Results Paired Sample Test**

| | | Differences Paired | | | 95% Confidence Interval of the Difference | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Meaningful Mistakes | Bring down | On | t | df | Sig. (2-tailed) |
| Pair 1 | before after | -19.60526 | 4,09046 | , 66356 | -20.94976 | -18,26076 | -29,546 | 37 | , 000 |

Based on what was stated by (Sahid Rahardjo, 2018; Santoso, 2014, p. 265) it was revealed that the decision making guidelines in the paired sample t-test were taken based on the significance value (Sig.) Of the SPSS output. as follows. If the value is sig. (2-tailed) <0.05, then there is a significant difference between learning outcomes in the pretest and posttest data If the value is sig. (2-tailed)> 0.05, then H0 there is no significant difference between learning outcomes in the pretest and posttest data. Based on the paired t-test criteria in table 2 it is known that if Sig. <0.05, there is a significant difference between learning outcomes in the pretest and posttest data. The significance value of these results is sig. 0,000 means <0.05, it can be concluded that there is a significant difference between learning to understand the meaning of complex explanatory text before and after the application of the snowball throwing method in class XI MIA 3 students.

**Table 3 The N-Gain Test for Class XI MIA 3 Students in MAN Cimahi Description**

| | trial | | | Statistics | Std. Error |
|---|---|---|---|---|---|
| NGain_percent | 1.00 | Mean | | 57,2609 | 1,63597 |
| | | Minimum | | 40.00 | |
| | | Maximum | | 85.71 | |

According to (Sahid Rahardjo, 2019) it was revealed that the guidelines for decision making in the N-Gain Test were taken based on the category of obtaining the N-Gain value from the SPSS output as follows.

If <40% is Ineffective

If 40% -50% Less Effective

If 50% -75% Effective Enough

If> 76% Effective

In addition, based on the calculation of the results of the N-gain test in table 3, it can be seen that the average value of N-Gain in class XI MIA 3 students is 57.2609% or 57.3%. So it can be concluded that the use of the snowball throwing method in class XI MIA 3 students is in the quite effective category. With a minimum N-gain score of 40% and a maximum of 85.71%.

**Discussion**

From the research results, it can be seen that there are differences in student learning outcomes before and after using the snowball throwing method. This can be seen from the results of student evaluations on the initial test with the final test. Learning can also be said to

be more effective after using snowball throwing because it has increased quite rapidly, namely by 30%.

This can also be proven from the results of the paired sample T test, which shows that the significance value of these results is sig. 0,000 means <0.05. So it can be concluded that there is a significant difference between learning to understand the meaning of complex explanatory text before and after the application of the snowball throwing method to class XI MIA 3 students.

There are many learning methods that can be applied in learning Indonesian. These various methods determine choices in the learning process so that learning is carried out to be active, creative, and fun. In addition, it is also done to get rid of the boredom felt by students. The Snowball Throwing method offered as an alternative to learning provides benefits for students in gaining an understanding of the meaning of a text so that it can be more easily understood by learning while playing through a paper ball containing material that students must understand. That way learning becomes more vibrant, active, and creative. This can also improve students' understanding, especially in the text studied in Indonesian language lessons. When there is an increase in value, the snowball throwing method is deemed effective.

Based on the results of the initial test, about 40% of students can work on the material that contains the rules of the language of the explanatory text. However, after the learning activities using the snowball throwing method were carried out, it turned out that 80% of students were able to work on and understand material about language rules. By using the snowball throwing method, it invites students to always be enthusiastic and active during the learning process so that it keeps students focused.

Apart from being based on tests, based on the results of the observations carried out, it shows that the learning is going well, because the level of activity of students in participating in learning is quite enthusiastic in participating in learning. So it can be concluded that learning using the snowball throwing method in discussing the meaning of this explanatory text is appropriate for use.(Sialagan & Irmayanti, 2011).

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## CONCLUSION

The results of research conducted on class XI MIA 3 MA Negeri Cimahi obtained an average result of the initial test was 65.53 and the average result of the final test was 85.13 with an increase of 30% in the average final score. Even though there were students who did not experience change, overall there was not one student who experienced a decline in grades. The significance value of these results is sig. 0.000 means <0.05. Based on this, it can be concluded that there is a significant difference between learning to understand the meaning of complex explanatory text before and after the application of the snowball throwing method to students of class XI MIA 3. Seeing these results, it can be concluded that learning with the snowball throwing method is quite effective. This means that the average N-Gain score of class XI MIA 3 students is 57.3%. So it can be concluded that the use of the snowball throwing method in class XI MIA 3 students is in the quite effective category. From the observation result also the snowball throwing method in discussing the meaning of this explanatory text, it can be said that the level of student activity in participating in learning is quite enthusiastic in participating in learning and is suitable for use. Students can more easily understand the meaning of explanatory text, especially in the language rules.

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