



Snowball Throwing on Students' Reading Comprehension

Jumerli Ariati¹, Eny Fauziah*²

Universitas Lancang Kuning Pekanbaru¹, Institut Agama Islam Negeri (IAIN) Padangsidimpuan

e-mail: jumerliariati@gmail.com¹, enifauziah48@yahoo.com²

Abstract The objective of the research was to find out whether there is the significant effect on the students' reading comprehension using snowball throwing. The method of the research was the experimental research design which was quasi experimental design. The population of the study was the first semester English Education Department students of Teacher Training Faculty IAIN Padangsidimpuan academic year 2018/2019, which consisted of 31 classes were 806 students both IAIN Padangsidimpuan and Baharuddin Boarding School center, then 2 classes as the sample. They were Room 11 as the experimental class taught by snowball throwing and 12 as control class taught by the conventional method that was usually used by the lecturer namely Step True False. The instruments of research were between 10 items for matching words to the definition and 10 reading multiple-choice test. The result of this research showed that t-test 0.07 was lower than t-table 2.02 in which t-test < t-table. The hypothesis was rejected. In conclusion, it means that there was not a significant effect of applying snowball throwing on the students' reading comprehension.

Key Words: Snowball Throwing; Reading Comprehension; Boarding School; Step True False; Matching Words.

Abstrak Tujuan penelitian ini adalah untuk mencari tahu apakah ada pengaruh signifikan terhadap pemahaman membaca mahasiswa dengan metode *snowball throwing*. Metode penelitian ini merupakan desain penelitian eksperimen yang merupakan desain penelitian eksperimen quasi. Populasinya Mahasiswa semester pertama Program Studi Bahasa Inggris Fakultas Tarbiyah dan Keguruan IAIN Padangsidimpuan tahun akademik 2018/2019, yang berjumlah 31 kelas yaitu 806 mahasiswa dari 2 lokasi yaitu IAIN Padangsidimpuan dan Pesantren Baharuddin, kemudian 2 kelas sebagai sampel. Mereka adalah ruang 11 sebagai kelas eksperimen yang diajarkan metode *snowball throwing* dan 12 sebagai kelas kontrol yang diajarkan metode konvensional yang biasa diajarkan dosennya yaitu *Step True False*. Alat pengambilan data dalam penelitian ini adalah 10 soal menggabungkan kata ke definisi dan 10 soal pilihan berganda. Hasilnya menunjukkan bahwa t-test 0.07 lebih rendah dari t-table 2.02 yang mana t-test < t-table. Hipotesisnya tidak diterima. Itu artinya tidak ada pengaruh signifikan terhadap pemahaman membaca mahasiswa dengan mengaplikasikan metode *snowball throwing*.

Kata Kunci: Snowball Throwing; Membaca Pemahaman; Sekolah Asrama; Langkah Benar Salah; Mencocokkan Kata.

INTRODUCTION

Among all skills of English, reading is the high priority skill to the development of students' comprehension that is in return will assist them to master the other skills in English. Reading is a process that is carried and used by a reader to get a message, that would be submitted by the authors through the writing process. The ultimate goal in reading is to search for and get information, including the content, understand the meaning of text, sense (meaning) closely related to the purpose or intensive reading as Hodgson (2008:7) gives overview in Dian Nuryati and friends' journal (2015:2). So, that is why teaching reading comprehension is very important, because it can be used to develop the ability to read not only the textbook but also other reading materials. Harida (2017) also stated that reading is the basic foundation in all aspect of learning. Other aspect in learning came first from reading. Therefore, reading comprehension is very important for the students of English as foreign language.

Then, in reading comprehension class, from 26 students, there were 20 students told their problems in learning reading comprehension such as they do not have enough vocabulary, were lazy and didn't use to read printed materials. Based on those problems, most of students have difficulty in reading the text. Next, Gabb tries to adds the statement (2000) in Alyousef that poses a very important question why learners face difficulties in moving into fluency stage although they have had basic decoding skills. She identifies a number of "barriers" for the reader was limited vocabulary and lack of background knowledge (schematic knowledge).

Eventhough many problems the students got in education system, teaching reading comprehension is very crucial, because it can be used to develop the ability to read not only the textbook but also other reading materials. Therefore, reading comprehension is very beneficial for the students of English as foreign language. The teacher should have the good method to teach students and make them understand the text well. Because when the students are taught using conventional method, the teaching process only focus on the teacher and the learner not pay attention to the teacher. Learning method constitutes from theory constructivism and cooperative learning model that students trained to find much information from their idea and solve the problems with sharing and discussion by their classmates.

According to the statement above, the researchers purpose the snowball throwing as a method of teaching reading. It is one of the cooperative learning that focused on group work using discussion in which every group asks questions to another so that the group will work cooperatively to solve the problem. In other words, each individual in groups will have been responsible for explaining what they have known based on the question that given from the other members in different groups. Santoso (2011) reviewed that snowball throwing is a teaching

technique that can improve the student's attention in comprehending the text. Santoso (2011) adds more that through snowball throwing technique the students invite to look for information generally, and decide the chief to manage discussion in the group. Every group writes questions given to another group, and another group answers the question and takes a conclusion from the result of group's answer to the question that have been received by them.

As far as the expert considers that have been mention above, the snowball throwing as a model of teaching reading. It's known that reading is one of the important skills in the school; the examinations of English also use text to measure students' understanding about the text. The students should have good comprehension in the process of reading to understand the text and order to pass the exam. Snowball throwing is one of the cooperative learning that focused on group work using discussion in which every group asks questions to another so that the group will work cooperatively to solve the problem. In other words, each individual in groups will have been responsible for explaining what they have known based on the question that have given from the other members in different groups. Based on Hardian (2018) snowball throwing is a teaching technique that can improve the student's attention in comprehension of text. Through snowball throwing model the students invite to look for information generally, and decide the chief to manage discussion in the group. Every group writes questions given to another group, and another group answers the question and takes a conclusion from the result of group's answer to the question that has been received by them. Snowball throwing model is advantageous in bringing students to the situation where they can understand not only the text for preparing to ask and be asked in the teaching and learning process (Grabe and Fredicka L. Stoller, William:2002).

Whereas, Mukhtari (2010:6) defined snowball throwing is a method learning that started with formation group that started from chairman group for get a task from the teacher, then all of students make a question that formed like as ball (question paper) then throwing with another students, after that will be answered question from the ball that get it. It is one of teaching technique in cooperative learning. It can be the protagonist of improving the teacher to apply teaching technique in their class. It is a technique that requires active students in teaching and learning activities. In this teaching technique of each student create two distinct groups. Each group tobe represented by the head of the group to get the assignment from materials provided by teachers . The material is also not far from what has been given by teachers to the students (Suprijono, 2010:33).

Further, the form of a question made in the form of paper shaped like a snowball. Before the student are given some form of answer to this question in the form of multiple-choice and fill in the blanks. In answering this question required the student will each team work with their friends

group to provide information of the response. Since it is interesting, students become attentive in reading the text and try to prepare themselves the questions as best as they can. As a consequence, students do not only think, write, ask questions and talk but they also do physical activities, that is, rolling papers and throw them to other students. Richards and Rodgers (2001) recommended also about snowball throwing model, it can be used as a grouping strategy or as a way of having students assume responsibility for randomly assigned parts of a larger body of information. Media can be a component of active learning strategies such as group discussions or case studies. The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the lesson. In this research, audio used as media to applied snowball throwing model. Audio media is as a tool for educators, because it is merely a help, then in its use requires the help of other methods, so that the experience and knowledge is readily owned by the listener who will help the success. It can make to motivate discussions and participate due to more consistent understanding of what is expected. They also report a marked improvement in responses to questions and requests.

Based on the proof above, it can be concluded that the use of Snowball Throwing model assisted by audio on the students' reading comprehension can improve the students' reading comprehension and further progress their social interaction among friends. Another advantage that the class gets is that the students become more interest in learning English and can make them enjoyable. So, the researchers wanted to conduct the snowball throwing whether it would be effected for the first semester students on English Education Department Students of FTIK IAIN Padangsidempuan in the way of the experimental research which purpose is to investigate the effect of snowball throwing to students' reading comprehension and will compare the differences between students' reading comprehension by using snowball throwing and students' reading comprehension by using conventional method of English lecturer.

METHOD

Concerning the research's method, the researchers deal with quantitative research in the form of quasi-experiment as research design. In Arikunto's point of view (2010: 265), the experiment is a scientific investigation in which the researchers manipulate one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). Whereas, in this research, the researchers used quasi experimental design in which there were experimental and control class. Consulted to another expert, Wiersma, W (1991: 135) considers that quasi-experimental research involves the use of

intact groups of the subjects in an experiment, rather than assigning subject at random to experiment treatment. The researchers uses the quasi-experimental research because in this study the researchers uses all of subject in group to get a treatment.

More, the population of this research focused on all students of first year students of English Education Department students at Teacher Training Faculty, IAIN Padangsidempuan. There are 806 students from 31 classes of both centers. For information, first year students are staying at dormitory at 2 centers; IAIN Padangsidempuan center and Baharuddin Boarding School center. From 31 classes, the researchers took 2 classes as the sample which every class consists of 26 students. The sample was simple randomized sampling design because all the participants were homogen so all of them or individual has the same chance to be chosen. The technique made was like lottery game, researchers folded all classes, shake them and took 2 folded papers. Then, the researchers got room 11 and 12 classes of IAIN Padangsidempuan center.

After the treatment has already been given to the students, the researcher conducted the post-test. The purpose of the post-test was to know whether the treatment of using snowball throwing method in learning could be effective or not for students' reading comprehension. Post-test had the same number as the pre-test but different items. In post-test, the items were about materials given, that is descriptive text. The validity of test was content validity test. It means that the researchers checked the test to the experts like colleagues or seniors in the office. In this case, the researchers checked it to Ms. Juliana Harahap, S.Pd.I and Nursaima Harahap, M.Hum as they have been familiar about descriptive text items test. The content of the test was relevant with the material given during experiment or treatment. So this test was measured what should be measured. It was taken from English textbook English 2: Level 4-7 that was produced by the Cooperation between IALF (Education for Development) and P2B (Center for Language Development) IAIN Padangsidempuan.

The last, the data analysis was used to determine the effect of using snowball throwing method implemented to the experimental class to get better students' English reading comprehension. It could be indicated by pre-test and post-test scores. The scores from both the pre-test and the post-test collect was analyzed by using T-test.

RESULT AND DISCUSSION

This research answered those questions based on pre-test and post-test scores analysis of both experimental class, control class and the hypothesis testing. After analyzing the data, the researchers found that the average scores classes were different. The pre-test average score of experimental class was 63.33 and control class was 60.65. The post test average score of

experimental class was 73.95; whereas, the control class was 62.82. Then, the calculation of data analysis before and after treating are below:

Table 1
Calculation Data Before and After the Treatment for Experimental Class

No	Name	NIM	Pre-test			Post-test			Y1 ²
			Correct	Incorrect	score	Correct	Incorrect	Score	
1	Ahmad Ripai Harahap	1920500168	12	8	60	16	4	80	6400
2	Al Fauzi	1920500060	12	8	60	16	4	80	6400
3	Asma Rito Hasibuan	1920500159	13	7	65	14	6	70	4900
4	Dian Widyawati Pohan	1920500141	12	8	60	14	6	70	4900
5	Eva Marlina Hrp	1920500004	12	8	60	15	5	75	5625
6	Fitrah Khoirunnisa Harahap	1920500117	12	8	60	15	5	75	5625
7	Fitri Adelia Lubis	1920500156	13	7	65	15	5	75	5625
8	Fitriani Nasution	1920500203	15	5	75	16	4	80	6400
9	Hesti Rondana Parapat	1920500042	11	9	55	16	4	80	6400
10	Irma Suryani	1920500194	14	6	70	15	5	75	5625
11	Lili Sofyana Sirait	1920500113	13	7	65	13	7	65	4225
12	Mara Payung Harahap	1920100140	11	9	55	12	8	60	3600
13	Muhammad Sahlil Matondang	1920100307	11	9	55	12	8	60	3600
14	Nadila	1920500163	10	10	50	12	8	60	3600
15	Nur Lania	1920500134	12	8	60	14	6	70	4900
16	Pernando	1920400035	12	8	60	15	5	75	5625
17	Rizki Adrian	1920100033	12	8	60	15	5	75	5625
18	Sahdin Tambunan	1920100329	16	4	80	16	4	80	6400
19	Sartia Daulay	1920500017	15	5	75	15	5	75	5625
20	Solahuddin	1920500158	14	6	70	18	2	90	8100
21	Tiya Agustina	1920500037	12	8	60	16	4	80	6400

Table 1*Snowball Throwing on Students' Reading Comprehension*

22	Ummiati Harahap	1920500066	13	7	65	15	5	75	5625
23	Wardiah Husna Siregar	1920500144	15	5	75	15	5	75	5625
24	Wildiani	1920500026	12	8	60	15	5	75	5625
				Sum	1520		Sum	1775	132475
				Mean score	63.33		Mean score	73.95	
				Highest	16		Highest	90	
				Lowest	10		Lowest	60	
				Median	60		Median	75	
				Mode	60		Mode	75	

Then, the data result for control class before and after giving test and conventional method is given below:

Table 2
Calculation Data Before and After the Treatment for Control Class

No	Name	NIM	Pre-test			Post-test			Y2 ²
			Correct	Incorrect	score	Correct	Incorrect	Score	
1	Ainun Rosyidah Harahap	1920500099	10	10	50	10	10	50	2500
2	Atika Pajri Rahmani	1920500193	11	9	55	13	7	65	4225
3	Dani Sahputra Ritonga	1920100229	14	6	70	14	6	70	4900
4	Darman Syah Rambe	1920100071	12	8	60	13	7	65	4225
5	Dedy Sanjani Rambe	1920300062	16	4	80	17	3	85	7225
6	Elvi Mardiana Tanjung	1920500034	12	8	60	14	6	70	4900
7	Erlina Dalimunthe	1920500137	10	10	50	10	10	50	2500
8	Fadil Muhammad Siregar	1920500016	13	7	65	12	8	60	3600
9	Habib Husein Siregar	1920500055	10	10	50	10	10	50	2500
10	Heri Faro Rizky Siregar	1920500206	14	6	70	14	6	70	4900

Table 2

11	Herison Subara	1920100054	14	6	70	14	6	70	4900
12	Muammar Sipahutar	1920100143	10	10	50	10	10	50	2500
13	Muhammad Alawi	1920100326	11	9	55	10	10	50	2500
14	Muhammad Ali Harahap	1920100306	10	10	50	10	10	50	2500
15	Muhammad Rizki	1920400009	12	8	60	14	6	70	4900
16	Muhammad Yusup	1920200012	12	8	60	14	6	70	4900
17	Nenni Pln	1920500209	12	8	60	12	8	60	3600
18	Nurhasanah Borotan	1920500015	12	8	60	10	10	50	2500
19	Nuri Fadhilah Daulay	1920500092	14	6	70	16	4	80	6400
20	Rahmadani	1920500018	13	7	65	14	6	70	4900
21	Rika Alfina	1920500112	12	8	60	12	8	60	3600
22	Risman Mahadi Hasibuan	1920500186	13	7	65	13	7	65	4225
23	Surya Murni Hasibuan	1920500181	12	8	60	13	7	65	4225
24				Sum	1395		Sum	1445	
				Mean score	60.65		Mean score	62.82	
				Highest	80		Highest	85	
				Lowest	50		Lowest	50	
				Median	60		Median	60	
				Mode	60		Mode	60	

More, to make it shortest detailed, the researchers listed the result calculation for both classes as well below:

Table 3
The Result Calculation of Data Analysis for Both Classes

Data Analysis	Experimental Class (pre-test)	Experimental Class (post-test)	Control Class (pre-test)	Control Class (post-test)
N	24	24	23	23
Total score	1520	1775	1395	1445
Mean Score	63.33	73.95	60.65	62.82

Table 3

Highest Score	16	90	80	85
Lowest Score	10	60	50	50
Median	60	75	60	60
Mode	60	75	60	60

Then, to answer the third question, it was related to the the hypothesis of research was "There was a significant effect of snowball throwing to students' reading comprehension". Based on the data collected, the data was analyzed to prove the hypothesis by using formula of T-test. To use the formulation of T-test as follows:

Table 4
List of Score

No	Symbol	Score
1.	M_1	73.95
2.	M_2	62.82
3.	X_1^2	1198.96
4.	X_2^2	2341.31
5.	n_1	24
6.	n_2	23

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = 0.074$$

$$df \text{ (the degree of freedom)} = (n_1 + n_2 - 2) = 24 + 23 - 2 = 45.$$

Hypothesis of research was "there was a significant effect of snowball throwing to students' reading comprehension at first semester students of FTIK IAIN Padangsidimpuan. The researcher took the decision of criteria in doing this research. Hypothesis was rejected since t observed $<$ t table of significant and the degree of freedom (df) = $(n_1 + n_2 - 2) = 24 + 23 - 2 = 45$. Then, from the calculation of t-test, it was found that t observed is lower than t table ($0.074 < 2.02$). So that, from the calculation above, it was concluded that the result of experimental class is not significant, next snowball throwing doesn't have the significant effect to improve students' reading comprehension at first semester students of FTIK IAIN Padangsidimpuan. So, the hypothesis was rejected. Next, to know the category how far the effect of snowball throwing on students' reading comprehension, it would be interpreted from the table below:

Table 5
The Table Coefficient Effect of Interpretation

Coefficient interval	Effect level
0,00 - 0,10	Very low
0,20 - 0,40	Low
0,40 - 0,70	Enough
0,70 - 0,90	High
0,90 - 1,00	Very high

To know the effect of snowball throwing to students' reading comprehension, to minimize t_{count} ($0.07 - 2.02 = -1.95$). Next, the result of its interpretation means that the effect of snowball throwing on students' achievement in reading comprehension was categorized into *very low*; it is -1.95 coefficient effect of interpretation. The result coefficient effect was minus. While, in the effect of snowball throwing on students' achievement in reading comprehension based on the mean score for experimental class was categorized into *high*; the score is 73.95. It was higher than control class. It was $73.95 > 62.82$.

After applying the research, the researchers compared it to the result in the previous research related findings. The relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we hope to analyze what the point is focused on, information, the designs, and the conclusion of the previous research. The first is Tuti Risnawatis' research (2018:45), she was from University of Muhammadiyah North Sumatera. Her research entitled "The Effect of Applying Snowball Throwing Model Assisted by Audio on the Students' Reading Comprehension." She found that the students' score of applying the Snowball Throwing Model was positive effect on teaching and learning process to English teacher especially in teaching reading. It could be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students total score 13500 and the means score was 17.5, while in the control group was 7600 and the mean score 12.7. The calculation of the data in the testing hypothesis showed that t-test 2.66 was higher than t-table 1.99. It means that there was a significant effect of applying Snowball Throwing Model Assisted by Audio on the Students' Reading Comprehension.

The second is Afiska (2018:62), she wrote and got the analyzing of the data obtained from the test, she indicated that there was a significant of snowball throwing method towards students' speaking ability. It was proved by students' score in the control class is lower than students' score in the experimental class. It can establish from the result of T-Test obtained significant score (2-tailed) is (0, 00), because Paired Sample T-Test is $\text{sig} < 0, 05$, it described that the null hypothesis was rejected and alternative hypothesis was accepted.

The third is taken from Nurbaya (2009). In her research, she concerned on the Effect of Using Snowball Throwing to Improve Students Motivation in PAI at the Fifth Grade of Elementary School 009 Langkan Langgam District Pelalawan Regency. She found that the mean score of Experiment Group taught by using Snowball Throwing was 76.7 while the mean score of Control Group taught by using Traditional was 66.7. That means, there was any significant difference between using Snowball Throwing and Traditional.

Then, Dodi Irawan (2009) focused on the Effect of Using Snowball Throwing to Improve Students achievement in SAINS at the Forth Grade of Elementary School 013 Koto Tuo XIII Koto Kampar District. He found that the mean score of Experiment Group taught by using Snowball Throwing was 82.35 while the mean score of Control Group taught by using Traditional was 62.94. That means, there was any significant difference between using Snowball Throwing and Traditional.

Therefore, all of previous researchers above are relevant with this research, which will be done by the researchers because they also did a research about reading comprehension and snowball throwing. The differences are the purpose is that the researchers would like to know to what extent the students' reading comprehension by using snowball throwing by calculating the significant effect of the method used.

CONCLUSIONS

As mention in the first section, the researchers investigated whether or not there is any significant effect of snowball throwing to students' reading comprehension. To answer this research questions, it can be presented that the statistic result and the description of the finding this study. After analyzing the data, it was found that the average score of each class was different. The pre-test score of experimental class was 63.33 and control class was 60.65. Then the post-test score of experimental class got 73.95 whereas, the control class got 62.82. The researchers analyzed the data using T-test, from several calculations in the above details; it was known that the T-test was 0.07. After checking out in the table, it was found that T_{table} was at 0.07 level of significance was 0.05. It means that T_{test} was lower than T-table. Based on what had been claculated, it could be concluded that there wasn't a significant difference on students' reading comprehension taught by using snowball throwing and those taught by using conventional teaching. It means that the hypothesis is rejected and the research hypothesis is rejected too. From the explanation above, it could be said that teaching English using snowball throwing is not as effective on students' reading comprehension as the conventional method as the result found that $t_{observed}$ is lower than t_{table} ($0.074 < 2.02$).

In accordance with the result of the study, it was provided suggestions for the English teachers, lecturers and future researchers. First, the English teachers and lecturers should think about using snowball throwing in order to get better comprehension as proven from the result of this study. Then the teachers and lecturers should choose the appropriate materials related to the topic to improve the students' interest and activeness in the learning process. In making variation of the activities, the teachers and lecturers can improve from the original one combine with the new one that is snowball throwing method.

REFERENCES

- Afiska. 2018. *The Influence of Snowball Throwing Method towards Students' Speaking Ability at the First Semester of Ninth Grade of SMP Yasmida Ambarawa in the Academic Year of 2018/2019*. Lampung: Raden Intan State University.
- Arikunto, Suharsimi. 2009. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Azura, Siti. *The Effect of Snowball Throwing to Improve the Reading Comprehension on the Second Year Students At MTS Al-Muslimin Sei Kijang*. Riau University.
- Dani, Irvan. 2013. *Pengertian Model Pembelajaran Snowball Throwing*. From <http://pustaka.pandani.web.id/2013/10/pengertian-model-pembelajaransnowball.html>. Retrieved on November 25th, 2019.
- Dian Nuryati, dkk. 2015. *Improving Students' Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VII SMPN 4 Pagaran Tapah Darussalam Provinsi Riau*. Riau: Universitas Pasir Pangaraian.
- Farhan. 2012. *Model Pembelajaran Kooperatif Tipe Snowball Throwing*. From <http://www.model-pembelajaran-kooperatif-tipe.html>. Retrieved on November 25th, 2019.
- Gani, Sofyan A. Yunisrina Qismullah Yusuf, and Rima Erwina. 2017. *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, Syiah Kuala University of Banda Aceh, September. Available on: http://www.academia.edu/34846968/the_effectiveness_of_snowball_throwing_technique_in_teaching_reading_comprehension.pdf, accessed on Thursday, December 5th 2019 at 9 o'clock.
- Ginting, Masta. 2017. *Snowball Throwing Learning Model Implementation in order to Increase Student Civic Education Learning Outcomes*. State University of medan, Journal of Arts, Science & Commerce Vol. VIII No. 3 July. Available on: http://www.researchersworld.com/vol/issue3/paper_13.pdf accessed on Thursday, December 5th 2019 at 9 o'clock.
- Grabe and Fredicka L. Stoller, William. 2002. *Teaching and Researching Reading*. UK: Pearson Education.
- Hardian, Fendy. 2018. *Penerapan (STAD) Dipadu Mind Mapping Berbasis Lesson Study untuk Meningkatkan Motivasi dan Pemahaman Konsep (STAD)*. Volume 4, No.1, Mei 2018. Retrieved from <http://ejournal.umm.ac.id/index.php/jinop>.
- Harida, E. S. (2017). *Improving Students' Reading Narrative Text Comprehension Through Story Mapping Technique at Grade VIII MTsN 2 Padangsidimpuan*. *English Education: English Journal for Teaching and Learning*, 5(2), 103-117. <http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1184/986>.
- Irawan, Dodi. 2009. *The Effect of Using Snowball Throwing to Improve Students Achievement in SAINS at the Forth Grade of Elementary School 013 Koto Tuo XIII Koto Kampar District*. Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, accessed on Thursday, December 5th 2019 at 9 o'clock.

- Mukhtari. 2010. *Penerapan Metode Pembelajaran Snowball Throwing dengan Penilaian Portofolio dalam Upaya untuk Meningkatkan Pemahaman Materi Segitiga Siswa Kelas VII A SMP Islam 02 Pujon Tahun Pelajaran 2007/ 2008*. Jurnal Pendidikan. Vol 2, Nomor 1, Downloaded on Monday, November 25th, 2019.
- Nurbaya. 2009. *The Effect of Using Snowball Throwing to Improve Students Motivation in PAI at the Fifth Grade of Elementary School 009 Langkan Langgam District Pelalawan Regency*. Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, accessed on Thursday, December 5th 2019 at 9 o'clock.
- Nuryana, Rika. 2009. *The Correlation between Student's Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui Kab. Pelalawan*. UIN SUSKA. Pekanbaru, accessed on Thursday, December 5th 2019 at 9 o'clock.
- Richard, Jack C. and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching*. USA: Cambridge University Press.
- Risnawati, Tuti. 2018. *The Effect of Applying Snowball Throwing Assisted by Audio on Students' Reading Comprehension*. Univesity of Muhammadiyah: North Sumatera.
- Rizka, Rahmadini. 2011. *The Implementation of Snowball Throwing Model to Improve Students' Reading Comprehensionat the Seventh Grade Students of Mtsn Jetis Ponorogoin 2011 / 2012 Academic Year*. Muhammadiyah University of Ponorogo, Ponorogo.
- Santoso, Arif. 2011. *The Effect of Using Snowball Throwing Technique Toward The students Vocabulary Achivement (Experimental study to the Fifth Grade In Elementary School of Tegal Regency*. Thesis.
- Suleiman Alyousef, and Hesham. 2005. *Teaching Reading Comprehension to Esl/Efl Learners*. King Saud University (KSU). Saudi Arabia.
- Suprijono, Agus. 2013. *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta: Pusaka Pelajar.
- Wiersma, W and Jurs, S. G. 1991. *Research Methods in Education on Introduction*. US: Pearson Education, Inc.
- W. Stoller, Grabe. 2000. *Teaching and Researching Reading*. London: Longman Press.
- Webster, Noah. 1980. *Webster's 20th Century Dictionary of the English Language*. US: William Collins Publisher.