

THE USE OF THE SNOWBALL THROWING TECHNIQUE IN TEACHING READING SKILL

PENGGUNAAN TEKNIK SNOWBALL THROWING DALAM PENGAJARAN KETERAMPILAN MEMBACA BAHASA INGGRIS

¹A. Dian Islamiati, ²Syarifuddin Dollah, ³Geminastiti Sakkir
^{1,2,3}Universitas Negeri Makassar, Makassar, Indonesia
Corresponding E-mail: geminastitisakkir@unm.ac.id

ABSTRACT

This study aims to determine whether the snowball throwing technique in teaching the reading skill of class VIIIA students at MTs Negeri 1 Sidrap. This study employs quantitative research methods with a quasi-experimental design. The population under investigation consists of 25 students in class VIII A designated as the experimental group, and another 25 students in class VIII B designated as the control group at MTs Negeri 1 Sidrap, the samples were selected using the cluster random sampling technique. Data collection included pre-tests and post-tests. The data analysis results indicated a significant influence between the two tests. Therefore, it can be inferred that the utilization of snowball throwing techniques has an impact on reading skills. So, in this research it was found that reading texts using the snowball throwing technique was used to improve reading skills of class VIIIA at MTs Negeri 1 Sidrap and the null hypothesis (H₀) was accepted, indicating that the snowball throwing technique effectively enhanced the reading skills of class VIIIA students at MTs Negeri 1 Sidrap.

Keywords: *Snowball Throwing, Technique, Teaching, Reading*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah teknik *snowball throwing* digunakan dalam pembelajaran keterampilan membaca siswa kelas VIIIA di MTs Negeri 1 Sidrap. Penelitian ini menggunakan metode penelitian kuantitatif dengan desain kuasi eksperimen. Populasi yang diteliti terdiri dari 25 siswa kelas VIII A yang ditetapkan sebagai kelompok eksperimen, dan 25 siswa kelas VIII B lainnya yang ditetapkan sebagai kelompok kontrol di MTs Negeri 1 Sidrap, sampel dipilih dengan menggunakan teknik cluster random sampling. Pengumpulan data meliputi pre-test dan post-test. Hasil analisis data menunjukkan adanya pengaruh yang signifikan antara kedua pengujian. Oleh karena itu, dapat disimpulkan bahwa pemanfaatan teknik *snowball throwing* mempunyai pengaruh terhadap keterampilan membaca. Jadi, dalam penelitian ini ditemukan bahwa teks membaca dengan teknik *snowball throwing* digunakan untuk meningkatkan keterampilan membaca siswa kelas VIIIA di MTs Negeri 1 Sidrap dan hipotesis nol (H₀) diterima yang menunjukkan bahwa teknik *snowball throwing* efektif meningkatkan kemampuan membaca keterampilan siswa kelas VIIIA MTs Negeri 1 Sidrap.

Kata Kunci: *Snowball Throwing, Teknik, Pengajaran, Membaca*

Article History:

Submitted	Accepted	Published
December 20 th 2023	Maret 10 th 2024	Maret 15 th 2024

INTRODUCTION

The act of reading entails a complex interplay between the perception of written symbols representing language and the reader's language proficiency and background knowledge. This dynamic interaction facilitates readers' ability to discern and interpret the intended meanings conveyed by the writer. Grabe (2009) elucidates reading as a cognitive process whereby

individuals acquire knowledge from written material and seamlessly integrate it into an educational framework. Within educational environments, educators frequently utilize texts or books as pedagogical tools across various academic disciplines. Mareilon (2007) underscores the comprehensive nature of reading, emphasizing its capacity to derive meaning not only from textual content but also from accompanying visual stimuli. Nevertheless, reading remains a multifaceted endeavor. While it enables the comprehension of communicated messages, Jael (2010) posits that reading fundamentally serves as a conduit through which readers extract and internalize the communicated messages embedded within written language. Reading is an active process that demands consistent practice and the development of skills. Ivantara et al. (2020) elaborate on this notion, suggesting that reading is influenced by students' conscious experiences, comprehension abilities, objectives, and interpretations, which collectively shape the essence and significance of the reading material for the reader.

According to Jael (2010), reading is a process reader use to take in messages that writers use to express themselves through written language. Patel and Jain (2008) contend that reading contributes to the growth of knowledge and offers both pleasure and information. They stress the importance of comprehension, arguing that reading is pointless without it. According to Elin (2016), comprehension is an active process in which readers interact with a text to create meaning. Elin (2016) goes on to describe reading as a sophisticated skill that takes a lot of time and practice to master, emphasizing how participatory it is and how comprehension is the product of the writer and reader working together to understand.

The word "snowball" comes from rolling paper into a ball; snow is associated with this activity because snow is white. The "snowball throwing" method is an example of a cooperative learning strategy that involves students in complex teaching and learning activities. Snowball throwing is a practice that calls for students' active participation, according to Meilinda (2018). By using this approach, each student is divided into two groups, each of which reflects the assigned topic and closely relates to the material that the teachers have given the students.

The snowball tossing technique, often called the snowball drilling method, has been investigated in a number of prior studies as a successful cooperative learning approach. Suprijono (2010) also describes this technique as the snowball drilling method, aimed at enhancing students' responsiveness by having them receive messages in the form of paper snowballs from other students and subsequently relaying these messages to their peers within the group. According to Bayor (2010), snowball throwing constitutes an active learning model engaging many students. In this method, the teacher primarily functions as a facilitator, providing guidance on initial learning topics and subsequently facilitating the breakdown of the learning process.

According to Nuryati, A. E. (2015), snowball throwing begins with the students forming groups, which are led by a chosen group leader who gets guidance from the teacher. After that, pupils create a question that fits inside a "ball" of question paper. They then give it to another student, who answers the questions they have received. Another source on the issue, Suprijono (2010), underlines the requirement of active student participation in teaching and learning activities while adopting the snowball tossing approach. With this method, each student is divided into two groups, each of which reflects the subject that the teacher has assigned; this closely resembles the instructional material that the students have been given.

In her research, Nurrahmadani (2020) suggest that snowball throwing technique initiates with the formation of groups, led by a designated group leader who receives instructions from the teacher. Subsequently, each student devises questions resembling balls (question papers) and distributes them to other students, with the expectation that each recipient provides answers.

Consequently, snowball throwing is considered conducive to promoting active student participation in classroom settings. In practical application, this approach encourages heightened discussions, including verbal exchanges and the articulation of viewpoints, grounded not solely in individual understanding but also in established facts and data. Consequently, learning becomes more immersive, fostering increased enthusiasm among students throughout the learning process.

According to a study by Anil, J. H. (2023) titled "Snowball Throwing Learning Model on Learning Activeness Students in Language Subjects English In Class VII C SMP Negeri 5 Palopo," the snowball throwing method is successful. The study found that after using this strategy, student activity levels significantly improved. Pretest results from Class VIIC, comprising 20 students, yielded with average score of 7 points across 5 indicators. These scores fell within the range of 5-8 points, representing 25% - 43% activity, classified as less active according to the indicator assessment table. However, posttest results showed a drastic increase, with an average score of 17 points across the same indicators. These scores ranged from 17-20 points, corresponding to 82% - 100% activity, categorized as very active. The findings indicate that the snowball throwing learning method effectively supports active student engagement in the classroom. Its application in teaching English to Class VII C at SMP Negeri 5 Palopo led to rapid improvement.

In light of the aforementioned studies, the use of snowball throwing strategies to teach reading skills has not been studied before. Thus, the purpose of this study is to determine whether teaching third grade students at MTs Negeri 1 Sidrap reading skills through the snowball throwing technique is successful. Additionally, it seeks to comprehend how students view the use of the snowball tossing method in reading instruction.

LITERATURE REVIEW

Reading Skill

Lessing, D. W (2002) highlight reading skill as a vital aspect of literacy, involving the ability to construct meaning from text. This proficiency hinges on decoding ability, wherein learners must interpret written symbols effectively to derive meaning. It encompasses word and letter recognition, text decoding, comprehension, and fluid interaction with text (Long & Zimmerman, 2009). Grabe, W. (1991) expands on reading abilities, encompassing automatic word recognition, vocabulary and structural knowledge, formal discourse understanding, background knowledge, synthesis, and evaluation skill, metacognitive understanding and monitoring abilities.

Adler (1989) outlines four levels of reading and comprehension: elementary, inspectional, analytical, and syntopical reading.

Elementary Reading

Literacy is basically reading in elementary school. You will have attained a certain level of proficiency at this level whenever you are able to accurately decipher letters. Since I'm assuming you have, let's continue. Applications of basic reading include interpretation of textual content and passive reading (e.g., following a simple plot).

Inspectional Reading

Elementary reading is elevated to a new level by inspectional reading. Adler refers to it as "Systematic skimming," a technique involving rapidly grasping a book's structure and outline, serves to determine whether the text warrants more detailed reading. Inspectional reading

applications include understanding a book's organization, gaining an overview, and deciding whether further scrutiny is necessary. The interactive nature of this process underscores that comprehension results from collaborative efforts between the writer and reader.

Analytical reading aims to comprehend a book thoroughly within an indefinite timeframe. It involves not only understanding the content but also forming opinions about its accuracy. However, if the sole objective is to acquire knowledge or entertainment, this level of analysis may not be necessary. Furthermore, investing time to comprehend a book at this level is not worthwhile if its quality is poor.

Syntopical reading endeavors to replicate author-to-author conversations by comparing various works and authors. This represents the highest level of reading, also known as comparative reading.

Snowball throwing, as described by Suprijono (2013: 128), is a technique focused on generating inquiries packaged within a playful snowball-throwing game, where peers exchange snowballs and ask questions. Through the use of paper snowballs, children learn to be more receptive to cues from their peers and engage in communication within their groups.

According to Darusmin, Delfi, and Masyhur (2012), snowball throwing technique is an instrument used in a fun game called mutual snowball throwing technique, which involves asking friends questions and focuses on question-writing skills. By using this strategy, all students will become more engaged and will be forced to learn the content because they will always have to provide an unexpected solution to the question. Cooperative learning involves a practice called snowball throwing. The snowball throwing method is a variation on the questioning process that emphasizes the capacity to create questions that are packed into a fun game of snowball tossing, where friends toss snowballs at each other while exchanging questions.

There are several types of Snowball Throwing methods:

- a. **Simple Snowball Sampling:**
This is the most fundamental type of snowball sampling. The researcher begins with a small number of initial informants who are relevant to the research topic and asks them to suggest additional informants who may possess pertinent knowledge or experience.
- b. **Snowball Sampling with an Open Network:**
In this variation, researchers request initial informants to provide a contact list or introduce them to individuals in their network who are relevant to the research topic. This facilitates the expansion of the researcher's network of informants.
- c. **Reverse Snowball Sampling:**
Contrary to the conventional approach, researchers commence this method with informants possessing comprehensive knowledge of the research topic. These initial informants are then asked to recommend others who specialize or possess in-depth knowledge in specific sub-topics related to the research.
- d. **Multi-Stage Snowball Sampling:**
This method involves multiple stages of information collection. Initial informants identified in the first stage can recommend additional informants for subsequent stages, and this process continues iteratively. Such an approach enables researchers to delve deeper into informant networks and access a broader range of perspectives.

RESEARCH METHOD

Research Design

Sugiyono (2014) posited that a research design represents a systematic methodology for acquiring data with a specific intention and defined purpose. In the context of this study, a quantitative research approach was employed, focusing on the collection and subsequent analysis of numerical data to assess hypotheses and derive statistical inferences. The process of data collection incorporated the utilization of various research instruments such as pretests and posttests, meticulously crafted to evaluate students' reading proficiencies. The research design adopted for this investigation with quasi experimental design. Within the quasi-experimental framework, researchers directed their attention to two distinct classes, each comprising 25 students. Additionally, within each class, a subdivision into five groups was implemented, with each group consisting of five students. The overarching objective of this division was to enhance students' reading capabilities with the application of the snowball throwing technique for experimental group, while the control group used the scramble technique.

Research Setting

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

Population and Sample

The participants involved in this study are eighth-grade students from MTs Negeri 1 Sidrap. These students are distributed across seven classes, with each class organized based on the registration number assigned to students upon enrollment at the school.

The researcher employed a cluster random sampling approach. This method involves dividing the population into multiple clusters, from which a subset of clusters is randomly selected for sampling. Cluster random sampling is utilized when the population consists of heterogeneous clusters that appear to be relatively uniform externally. In this study, the research population comprises seven classes.

Research Instrument

Creswell (2012:157) asserts that the objective of the instrument was to assess research factors that are not readily available commercially or in existing literature. The term "research instrument" refers to the tools utilized for data collection purpose. In this research, the following instruments was employed data for data collection: reading assessments.

Technique of Data Analysis

In this investigation, the researcher conducted two distinct assessments, namely pretests and posttest, among students. The pretest was conducted initially to collect baseline data before any treatment was introduced. The treatment encompassed the application of two different techniques: the snowball throwing method and the scramble method. Specifically, the experimental group received the snowball throwing technique, while the control group received with the scramble technique. Following the treatment phase, a post test was administrated to evaluated the students' reading skills subsequent to undergoing the assigned treatment. Following the treatment and assessment phases, data analysis ensued. Following the completion of pretest and posttest assessments as part of data collection, the researcher closely examined student results

before starting data processing operations. Numerous statistical parameters, such as mean, standard deviation, frequency, percentage, and T-test, are computed as essential elements of statistical analysis using the Statistical Package for Social Sciences (SPSS). It is crucial to stress that the treatment intervention included both the scramble method and the snowball tossing method, with the control group receiving the scramble method and the experimental group receiving the scramble approach.

FINDINGS AND DISCUSSIONS

Based on the data analysis, it was found that the students' scores of pre-test and post-test were classified into some criteria. The data are elucidated in the following tables:

a. The Percentage of Students' Scores in Pre-test

Table 1. The result of the Students' Scores in Pre-test in Experimental and Control Group

No.	Classification	Range	Experimental Group		Control Group	
			F	P	F	P
1	Very Good	93-100	0	0	0	0
2	Good	84-92	0	0	0	0
3	Average	75-83	1	4	0	0
4	Poor	>75	24	96	25	100
Total			25	100	25	100

Table 1 shows that the result of students' scores in pre-test of experimental and control group, in experimental group there are shows 1 (4%) out of the students got "medium" score, 24 students (96%) got "poor" scores and no students got very good and good scores. While in control group there was 25 (100%) students got "Poor" score. So, it can be seen that the pre-test score for the experimental group is almost the same as the control group, only the experimental group got 96% of the classification poor while the control group got 100%, only a difference of 4%.

b. The Percentage of Students' Scores in Post-test

Table 2. The result of the Students' Scores in Post-test in Experimental and Control Group

No.	Classification	Range	Experimental Group		Control Group	
			F	P	F	P
1	Very Good	93-100	3	12	2	8
2	Good	84-92	8	32	5	20
3	Average	75-83	13	52	9	36
4	Poor	>75	1	4	9	36
Total			25	100	25	100

Table 2 shows that the result of students' scores in post-test of experimental and control group. In experimental group there are 3 (12%) students got "Very Good" scores, 8 (32%) students got "Good" scores, 13 (52%) students got "medium" scores, and 1 (4%) student got "Poor" score. While in control group there are 2 (8%) students got "Very Good" scores, 5 (20%) students got "Good" scores, 9 (36%) students got "average" scores and 9 (36%) students got "Poor" score. So, it can be seen that the post-test score for the experimental group with the highest percentage is

52%, which indicates medium classification, while the control group's highest percentage is 36%, which indicates medium and poor classification.

Comparing the results of the students' pre-test and post-test scores in experimental and control group, in experimental group no student got a "very good" score in the pre-test, on the contrary in the post-test, there was 3 students who got a "very good" scores. Meanwhile in control group no student got a "very good" "good" and "average" score in the pre-test, on the contrary in the post-test, there was 2 students who got a "very good" scores and 5 students got a "good" score, and 9 students got "medium and "poor" scores. So, it can be concluded that the percentage level on the post-test is higher than the percentage level on the pre-test, which also indicated that the students' scores was increased.

c. The Mean Score and Standard Deviation

Table 3. The result of mean and standard deviation

Pretest				Posttest			
Experimental Group		Control Group		Experimental Group		Control Group	
Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
55.20	9.946	51.00	7.906	83.20	8.267	77.20	9.904

From the table 3 that the mean is an increase of students' from pre-test experimental group to post-test experimental group and pre-test control group and post-test control group. The mean score in pre-test experimental group is 55.20 while in post-test experimental group is 83.20. Then the mean score in pre-test control group is 51.00, while in post-test experimental group is 77.20. it can be seen that the increase in student learning abilities from pre-test to post-test in both the experiment and control groups. And the resulted that the standard deviation is an increase of students' from pre- test experimental group to post-test experimental group and pre-test control group and post-test control group. The standard deviation score in pre-test experimental group is 9.946 while in post-test experimental group is 8.276. Then the mean score in pre-test control group is 7.906, while in post-test experimental group is 9.904. It can be concluded that the mean and standard deviation scores of the post test was higher than the pre-test.

The data that the researcher used in this study were the pre-test and post-test scores of 25 students of experimental group and 25 students of control group. The results of data analysis show that the use of the snowball throwing technique has a significant influence on increasing students' reading comprehension. This will be discussed further in the next point in this discussion section. For the experimental group the average post-test value was 83,20, an increase from the pretest of 55,20 and an increase of 28 and for the control group the average posttest value was 77.20, an increase from the pretest of 51 and an increase of 26,2. The results of data analysis show that there is a significant difference or influence between the two tests. Therefore, it can be concluded that the use of the snowball throwing technique has an effect on students' reading skills compared to the scramble technique.

The mean was an increase of students' from pre-test experimental group to post- test experimental group and pre-test control group and post-test control group. The mean score in pre-test experimental group is 55.20 while in post-test experimental group is 83.20. Then the mean score in pre-test control group is 51.00, while in post- test experimental group is 77.20. it can be

seen that the increase in student learning abilities from pre-test to post-test in both the experiment and control groups. The standard deviation is an increase of students' from pre-test experimental group to post-test experimental group and pre-test control group and post-test control group. The standard deviation score in pre-test experimental group is 9.946 while in post-test experimental group is 8.276. Then the mean score in pre-test control group is 7.906, while in post-test experimental group is 9.904. It can be concluded that the mean and standard deviation scores of the post test was higher than the pre-test.

Before giving treatment, in pre-test there were showed 1 (4%) out of the students got "medium" score, 24 students (96%) got "poor" scores and no students got very good and good scores. While in the post-test there were 3 (12%) students got "Very Good" scores, 8 (32%) students got "Good" scores, 13 (52%) students got "medium" scores and 1 (4%) students got "Poor" score. after giving treatment in the post-test there were 2 (8%) students got "Very Good" scores, 5 (20%) students got "Good" scores, 9 (36%) students got "medium" scores and 9 (36%) students got "Poor" score.

Comparing the results of the students' pre-test and post-test scores in experimental and control group, in experimental group no student got a "very good" score in the pre-test, on the contrary in the post-test, there was 3 students who got a "very good" scores. Meanwhile in control group no student got a "very good" "good" and "medium" score in the pre-test, on the contrary in the post-test, there was 2 students who got a "very good" scores and 5 students got a "good" score, and 9 students got "medium and "poor" scores. So, it can be concluded that the percentage level on the post-test is higher than the percentage level on the pre-test, which also indicated that the students' scores was increased.

For all experimental and control groups as well as the pre-test and post-test, it shows that the Kolmogorov-Smirnov and Shapiro-Wilk sig values are > 0.05 , so the conclusion from this distribution is that it is normal. Judging from the sig value of the pre-test experiment group results $0.164 > 0.05$, the sig value of the post-test experiment group $0.059 > 0.05$, the sig value of the pre-test control group $0.050 > 0.05$ and the sig value of the post-test control group 0.072 . so that all research data is normally distributed, the research can be continued using parametric statistics, namely paired sample t-test, homogeneity test, and independent sample t-test Paired sample t-test.

The classification of paired sample t-test, for pre-test and posttest experimental group was sig value was obtained. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average value of learning outcomes for experimental class students in the pre-test and post-test experimental classes using the snowball throwing technique, and also in the pre-test and post-test in control group, the sig value is obtained. (2 tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the average value of student learning outcomes for the pre-test and post-test classes, pre- test control and post-test control using the scramble technique.

The classification of homogeneity test based on mean 0.538 , it can be concluded that the data variance for the experimental post-test class and the control post-test class is the same or homogeneous. Thus, one of the conditions (not absolute) of the independent t-test is fulfilled.

The results of statistical calculations using SPSS in table 4.9 show that the significance value (2 tailed) is smaller than the alpha value of 0.05 , ($0.24 < 0.05$) this shows that there is a significant difference between the pre-test and post-test. student tests. test results. Based on the hypothesis, if the significant value is smaller than the significance level then the null hypothesis (H_0) is rejected. In this research, reading text using a snowball throw was used to improve the reading skills of class VIII A students at MTs Negeri 1 Sidrap and the alternative hypothesis (H_1)

was accepted, which means the Snowball throw technique was proven to improve reading skills. class VIII A student at MTs Negeri 1 Sidrap.

In line with research conducted by According to Anil, J. H (2023) in his research entitled "Snowball Throwing Learning Model on Learning Activeness Students in language subjects English in Class VII C SMP Negeri 5 Palopo also shows that the use of the snowball throwing technique influence on teaching students' reading skills. So, based on the results of the previous research mentioned above, the researcher concluded that the use of snowball throwing technique improved the reading skill of MTs Negeri 1 Sidrap students.

CONCLUSIONS AND SUGGESTIONS

The average score in the pre-test for the experimental group was 55.20, while the post-test for the experimental group was 83.20. Then the average score of the pre-test control group was 51.00, while the post-test experimental group was 77.20. The standard deviation value in the pre-test experimental group was 9.946, while the post-test experimental group was 8.276. Then the average score in the pre-test control group was 7.906, while in the post-test experimental group it was 9.904, so the results of data analysis showed that there was a significant influence between the two tests. It can be concluded that the use of the snowball throwing technique has an influence on students' reading skills.

The significance value (2 tailed) is smaller than the alpha value of 0.05, ($0.24 < 0.05$) this shows that there is a significant difference between the students' pre-test and post-test. In this research, reading text using snowball throwing was used to improve the reading skills of class VIII A students at MTs Negeri 1 Sidrap and the alternative hypothesis (H1) was accepted, which means the Snowball throwing technique was proven to improve reading skills. class VIII A student at MTs Negeri 1 Sidrap.

Based on the result of the research, the researcher suggested two points, they are:

- a. For Teacher
English teachers are advised to train students in reading long texts and more regularly ask students to read English texts well and correctly, because of the pre- test and post-test results for class VIII A and VIII Student C MTsN 1 Sidrap experienced significant changes, it can be seen from the pre-test score that there was an increase in the post test score after being given the treatment.
- b. Future Researchers
For Future researchers, the researcher hopes that this research can become an additional reference for those interested in conducting research using this technique but on different occasions or samples.

REFERENCES

- Anil, J. H. (2023). *Snowball Throwing Learning Model on Learning Activities Students in Language Subjects English In Class VII C SMP Negeri 5 Palopo.*
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021, March). Learning Strategies in English Writing used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. In *PROCEEDING BOOK THE LANGUAGE TEACHER TRAINING AND EDUCATION INTERNATIONAL CONFERENCE* (Vol. 1, No. 1, pp. 187-196).

- Program Magister Pendidikan bahasa Inggris Fakultas keguruan dan ilmu pendidikan Universitas Sebelas Maret.
- Atmowardoyo, H., & Sakkir, G. (2021, November). The Development of language learning theory based on best practice: A Literature Review. In *Proceedings of the Tenth International Conference on Languages and Arts (ICLA 2021)*(pp. 172-184). Atlantis Press.
- Bayor, A. (2010). *Snowball Throwing*. Cited on Friday, 10 27 2023. In Cole, G. P. & Chan, L. (1994). Teaching principles and practice second edition. Australia: Prentice Hall of Australia Pty L.
- Dwiyanti, I., Nawawi, N., Farida, U., Sakkir, G., Suryarini, D. Y., & Kusumaningrum, N. K. V. (2021, August). The Influence of Work Environment and Compensation on Employee Performance through Job Satisfaction in the Office of the Regional Financial Management Agency Bantaeng Regency. In *Proceedings of the International Conference on Industrial Engineering and Operations Management* (pp. 2597-2598).
- Elin. (2016). *The Effect of Using Snowball Throwing Method and SQ4R Method for Students' Reading Comprehension Skill at SMA Negeri 1 Kuala Stabat*. Universitas HKBP. Volume 4, No 4.
- Grabe, W. (2009). *Reading in a Second Language (Moving from Theory to Practice)*. New York: Cambridge University Press.
- Ivantara, E. P., Herman., and Manalu, D. B. (2020). *The Effect of Using Cooperative Script on Students' Reading Comprehension at Grade Eleventh of SMA Negeri 2 Pematangsiantar*. Acitya: Journal of Teaching & Education, Vol. 2 No. 2 2020, PP. 82-94.
- Irwanto. (2002). *Psikologi Umum*. PT. Prenhallindo. Jakarta.
- Kasmawati, K. U., & Sakkir, G. U. (2020). IMPROVING STUDENTS READING COMPREHENSION THROUGH "SURVEY, QUESTION, READING, RECITE, REVIEW (SQ3R) " STRATEGY.
- Lessing A.C. & De Witt M.W. (2002), 'Teaching reading in an OBE framework', *Journal for Language Teaching* 36(3 & 4), 273–288.
- Long, C. & Zimmerman, L. (2009), *Reading beyond the lines: Developing South African Foundation Phase learners' higher order reading literacy skills*, Centre for Evaluation and Assessment (CEA), University of Pretoria, Pretoria.
- MISNAWATI, M., Sakkir, G., Puspita, N., Akbar, Z., & Yusriadi, Y. (2021). Student learning interest in COVID-19 pandemic age by blended e-learning (Asynchronous and synchronous). In *Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management* (pp. 6330-6339). IEOM Society International.
- Meilinda, N. D. (2018). *Youtube Videos and Snowball Throwing Technique to Improve Students' Speaking Skill*. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(2), 112– 126.
- Mulyana, D. (2007). *Ilmu Komunikasi Suatu Pengantar*. Bandung: Remaja Rosdakarya.
- Nurhamdani, S., Korompot, C. A., & Sakkir, G. (2023). THE IMPLEMENTATION OF CHORAL AND REPEATED READING STRATEGY (CRRS) TO IMPROVE THE READING ABILITY OF YEAR 7 STUDENTS AT UPT SMPN 1 CEMPA PINRANG. *International Journal of Business English and Communication*, 1(1), 19-23.
- Nuryati, D., Antoni, R., & Erippudin. (2015). *Improving Students Reading Comprehension in Recount Text by Using Snowball Throwing at Grade Viii Smpn 4 Pagaran Tapah Darussalam Provinsi Riau*.
- Shapiro, A. M. (2004). *How including prior knowledge as a subject variable may change outcomes of learning research*. *American Educational Research Journal*, 41, 159–189.

- Suprijono, A. (2009). *Cooperative Learning*. Yogyakarta: Pustaka Belajar.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sakkir, G. (2018). *Pengembangan modul pengajaran menulis berbasis Facebook* (Doctoral dissertation, Pascasarjana).
- Sakkir, G., Abduh, A., Andrew, M., Muslim, A. B., & Yasdin, Y. (2021). The Challenges Faced by Teachers in Teaching English in The Current Curriculum Change. In *SEMINAR NASIONAL HASIL PENELITIAN 2021*. LP2M Universitas Negeri Makassar.
- Setiawan, E. (2019). *Studi Perbandingan Model Pembelajaran Snowball Throwing Dengan Pembelajaran Konvensional Terhadap Aktivitas Dan Hasil Belajar Dasar Perancangan Teknik Mesin (DPTM) Siswa Kelas X Jurusan Teknik Mesin SMK Negeri 1 Bukittingglesi*. *Ranah Research: Journal of Multidisciplinary Research and Development*, 2(1), 238–243.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good Efl Teacher: Indonesian Efl Students Perspectives. *Jurnal Nalar Pendidikan*, 9(1), 52-59.
- Sakkir, G., & Dollah, S. (2019). FACEBOOK-BASED WRITING INSTRUCTIONAL MATERIAL IN ENGLISH CLASS: LECTURERS' PERCEPTION. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, 2(2), 76-83.
- Slavin, R. E. (2008). *What works? Issues in synthesizing educational program evaluations*. *Educational Researcher*, 37(1), 5–14.
- Thalib, A., & Sakkir, G. (2022). THE IMPLEMENTATION OF COLLABORATIVE LEARNING STRATEGY IN TEACHING READING COMPREHENSION TO STUDENTS OF MADRASAH ARIFAH GOWA. *Journal of Technology in Language Pedagogy (JTechLP)*, 1(1), 38-47.
- Weda, S., Sakkir, G., & Sakti, A. E. F. (2023). Students' English Learning Strategies in Dealing with Merdeka Belajar Kampus Merdeka (MBKM) Curriculum in Indonesia: Perceptions and Factors.