Reading a Report Text by Snowball Throwing: Strategy to Enhance Students' Comprehension

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Abstract
This Classroom Action Research (CAR) aims to evaluate the effectiveness of the Snowball Throwing strategy in improving reading comprehension of report texts among ninth-grade students at MTsN 1 Probolinggo. Additionally, this study also determines the extent of improvement in student learning outcomes. This research addresses the issues of low reading skills and passive learning behavior among students. Initially, the learning pass rate was only 24%. Conducted in the odd semester of the 2025/2026 academic year, this study involved 25 students from class IX D. This study followed Kemmis and McTaggart's (2014) cyclical CAR model, which included a pre-cycle, Cycle I, and Cycle II. Quantitative data were obtained from pre-tests and post-tests, while qualitative data were obtained from observations and field notes. The results of the study showed a significant increase in student learning outcomes. The average score increased from 48.0 in the pre-cycle to 72.6 in Cycle I, and peaked at 88.8 in Cycle II. The learning completion rate reached 100% in Cycle II, exceeding the success indicator of 80%. Qualitatively, students became more active, confident, and demonstrated better collaboration skills. Therefore, the Snowball Throwing strategy has proven to be very effective in improving report text comprehension and creating an interactive learning environment. Therefore, it is recommended that future research explore the effectiveness of this strategy on different types of texts or specific reading skills, such as inference.

Keywords: snowball throwing, reading comprehension, report texts, classroom action research, Madrasah Tsanawiyah

INTRODUCTION

English language learning at the Madrasah Tsanawiyah (MTs) level aims to provide students with effective communication skills, both oral and written, as well as to develop strong academic literacy. Within the framework of the Merdeka Curriculum (Kemdikbudristek, 2022a, 2022b), the focus of English language learning is to equip students with critical, creative, collaborative, and communicative thinking skills through text-based activities. This curriculum emphasizes flexibility in the learning process, differentiation, and empowering teachers and students to achieve meaningful competencies. One of the important skills that students must master is the ability to understand texts (reading comprehension), because reading is an important tool in building conceptual understanding, expanding knowledge, and developing analytical skills. At the MTs level, students are expected to be able to understand various types of texts, such as descriptive texts, narrative texts, procedural texts, expository texts, and report texts. Among these types of texts, report texts have a significant function because they present scientific facts systematically and objectively. Therefore, mastering report texts requires not only language skills but also cognitive skills to recognize text structure, interpret meaning, and connect the content of the reading with the knowledge that students already have (Sitoresmi & Alicia, 2024)

However, in classroom learning practices, students' reading abilities still face various problems. Based on observations in class IX D MTsN 1 Probolinggo, many students are still unable to understand the content of report texts in depth. They tend to read without a clear purpose, have difficulty finding the main ideas, and often misunderstand scientific terms. In addition, teachers still use conventional teacher-centered teaching methods, so that students only play a passive role and are less involved in discussions. Interviews with teachers revealed that most students feel bored when faced with long and informative texts such as report texts, which reduces their motivation and learning outcomes. This situation results in achievements that are still below the Minimum Passing Criteria. This phenomenon highlights the need for innovation in interactive learning strategies so that students can be actively involved, think critically, and understand the content of the text well.

Theoretically, this study is based on Schema Theory introduced by (Anderson et al., 1984). This theory explains that reading is an interaction between the reader's prior knowledge and new information contained in the text. Deep understanding arises when students can connect their past experiences with the meaning they find while reading. In this case, reading instruction must be designed to activate prior knowledge and encourage social interaction among students. One strategy relevant to this theoretical framework is the Snowball Strategy.

Snowball Throwing is a cooperative learning model that emphasizes student activities in exchanging ideas, asking questions, and finding meaning through social interaction. This strategy supports students to learn collaboratively through question and answer activities packaged in the form of educational games (Meyla Mufida, 2021). In practice, students are divided into several small groups. Each student writes one question based on the material that has been studied on a piece of paper, rolls it into a ball (snowball), then throws it to another friend to answer (Aliah & Author, 2023). The teacher then facilitates the discussion based on these questions and answers. This activity creates a fun and challenging learning environment, as each student has an active role, either as a questioner or an answerer (Manalu et al., 2022). In addition to improving text comprehension, this strategy also helps develop a sense of responsibility, courage to speak, and critical thinking skills (Gretha Ruth Winda Simanjuntak et al., 2023).

Previous studies have also evaluated the effectiveness of the Snowball Throwing strategy in English language teaching. (Khoirot & Yb, 2023) mentioned that this method can improve students' reading skills in narrative texts while fostering their interest in learning through texts. Islamiati, (Islamiati et al., 2024) found that the application of the Snowball Throwing strategy can improve the reading skills of eighth-grade students at MTs Negeri 1 Sidrap through interactive and engaging question-and-answer sessions. On the other hand, (Iswati & Ridha, 2023) concluded that this strategy is effective in helping students understand narrative texts and increasing social interaction among students in the classroom. (Bukit et al., 2023) also stated that the Snowball Throwing learning model successfully developed students' questioning and critical thinking skills. Furthermore, (Dewi Rahayu et al., 2024) argue that this strategy can increase students' emotional engagement, motivation, and confidence during the reading learning process. In fact, (Jumari, 2024) adds that Snowball Throwing not only has an impact on improving academic achievement but also strengthens students' critical thinking skills and confidence. However, most previous studies have focused more on the development of general reading skills, without specifically exploring students' understanding of report texts. Therefore, there is a significant research gap regarding the lack of studies exploring the application of the Snowball Throwing strategy in the context of learning to read report texts, especially as an effort to improve students' reading comprehension at the Madrasah Tsanawiyah level.

Based on the statement above, this study aims to evaluate the application of the Snowball Throwing strategy in improving the reading comprehension of ninth-grade students at MTsN 1 Probolinggo on report texts, as well as to determine the extent of improvement in student learning outcomes after this strategy is applied. In practical terms, it is hoped that the results of this study will have a direct positive impact on students, namely by encouraging them to be more active in reading activities, increasing their confidence when discussing, honing their critical thinking skills related to text content, and improving their learning outcomes in understanding report texts. Thus, it is hoped that this strategy can produce a more meaningful and enjoyable learning experience for students. State clearly the background as well as the major questions of your paper in this section.

METHOD

Research Design

This study applied a Classroom Action Research (CAR) design with the aim of improving students' reading skills related to report texts through the Snowball Strategy. The framework applied follows the cyclical model proposed by (Kemmis et al., 2014), which includes four steps: planning, implementation, observation, and reflection. The research process was carried out in two cycles, preceded by a pre-cycle to identify the initial problems experienced by students in understanding report texts.

Location and Participants

This research was conducted at MTsN 1 Probolinggo in the odd semester of the 2025/2026 academic year. The research subjects consisted of 25 students in class IX D, comprising 14 males and 11 females. This class was selected based on initial observations and pretest results that showed low reading ability– only 6 of the 25 students (24%) met the Minimum Passing Criteria (KKM $\geq$ 70). The researcher acted as the class teacher and was accompanied by a supervising teacher who acted as an observer during the implementation.

Research Procedure

This research included a pre-cycle and two action cycles, each following the stages of planning, implementation, observation, and reflection.

a. Pre-cycle

Students' reading problems were identified through classroom observation and pre-tests. The results obtained were used as a reference in developing lesson plans and instruments for Cycle I.

b. Cycle I

1. Planning:

The researcher prepared a Lesson Plan (RPP), selected report text material, and designed a Snowball Throwing activity using media such as HVS paper, sticky notes, and paper balls. The research tools used included observation sheets, tests, field notes, and documentation.

2. Implementation:

Students were divided into small groups. Each student was expected to make questions related to the text, roll them into balls, and throw them to their friends to answer. The teacher facilitated the discussion and helped students understand the material.

3. Observation:

Collaborators observed student participation, activities, and understanding using prepared observation sheets and made field notes.

4. Reflection:

Post-test results and observation data are analyzed to evaluate the effectiveness of the method and identify areas for improvement in the next cycle.

c. Cycle II

Improvements are made based on the results of the reflection from Cycle I, including vocabulary enrichment, increased collaboration within groups, and improved discussion facilitation. The same process of planning, implementation, observation, and reflection is applied, ending with a posttest in Cycle II to evaluate progress.

Research Tools

1. Tests (Pretest and Posttest) – to evaluate students' understanding of the report text.
2. Observation Sheet – to record teacher and student activities as well as their participation and engagement.
3. Field Notes – to document student behavior, motivation, and challenges encountered during learning.
4. Documentation (photos/videos) – as evidence of classroom activities.

All research tools have been validated by experts and tested for clarity and reliability.

Data Analysis

The analysis methods used are quantitative and qualitative.

a. Quantitative Analysis

The scores from the pretest and posttest are analyzed using the average and percentage formulas to determine the improvement and level of mastery achieved.

$$\bar{X} = \frac{\sum X}{N}, \quad P = \frac{f}{N} \times 100\%$$

where X = average score, X = total score, N = number of students, and P = mastery percentage.

b. Qualitative Analysis

Data obtained from observations, interviews, and field notes were analyzed descriptively through data reduction, data presentation, and conclusion drawing to identify changes in student behavior and motivation. The action was considered successful if at least 80% of students scored 70 or above, and qualitative information showed an increase in motivation, participation, and cooperation during the learning process.

Validity and Reliability

To ensure data validity, triangulation techniques were applied by combining test results, observations, interviews, and documents. In addition, member verification was carried out through discussions with partner teachers to ensure accurate and objective interpretations.

RESULTS AND DISCUSSION

Results

This research was conducted in class IX D MTsN 1 Probolinggo with the participation of 25 students in the first semester of the 2025/2026 academic year. The main objective of this study was to improve students' ability to understand report texts using the Snowball Throwing strategy. The research process was carried out in two cycles, each following the four steps of the Kemmis and McTaggart model, namely planning, implementation, observation, and reflection. The data collected was obtained from learning tests (pretest, posttest cycle I, and posttest cycle II), as well as through observation, field notes, and documentation.

In the initial stage (pre-cycle), the researcher conducted a pretest to measure students' initial ability to understand report texts. The results showed that the average student score was only 48.0, with only 6 students (24%) meeting the minimum passing score (≥70). Observations showed that students appeared passive, lacked confidence, and were unable to find important information in the text. These conditions became the basis for planning actions in cycle I.

In the planning stage of cycle I, the researcher designed learning tools, media, and steps to implement the Snowball Throwing strategy. The core activity was designed so that students could learn through interaction, asking questions, and answering questions from friends using paper balls. In the implementation stage, teachers applied the strategy in the learning process. Students wrote questions on paper balls, threw them to their friends, and answered the questions they received. This activity created a more dynamic and interactive classroom atmosphere. During the observation stage, the researcher noted that some students began to dare to ask questions, although some still needed help to understand the text more deeply. In the reflection stage, the Cycle I posttest results showed an increase to 72.6, with 18 students (72%) achieving the minimum passing score. Although there was a significant increase, this percentage did not meet the predetermined research success threshold of a minimum of 80% mastery, so improvements were needed in the next cycle.

Based on the findings from this reflection, the researcher made a new plan (Cycle II plan) with more emphasis on scientific vocabulary and clarifying the roles of each group member to ensure that all students were actively involved. In the action stage, the Snowball Throwing strategy was used again, but accompanied by guided discussion activities and exercises to understand the structure of the report text systematically. During the observation stage, there were significant changes in student behavior: they

appeared more confident, were active in discussions, and were quicker to identify important information. In the reflection stage, the Cycle II posttest results showed a very good improvement with an average score of 88.8, and all students (100%) achieved the minimum passing grade. This shows that the research success indicators have been achieved and the strategies applied have proven to be effective.

Overall, the development of students' reading skills can be seen in the table below:

Table 1. Improvement in Students' Reading Comprehension Results at Each Stage

Test Stage	Average	Presentage of completeness
Pre-Cycle	48,0	24%
Cycle I	72,6	72%
Cycle II	88,8	100%

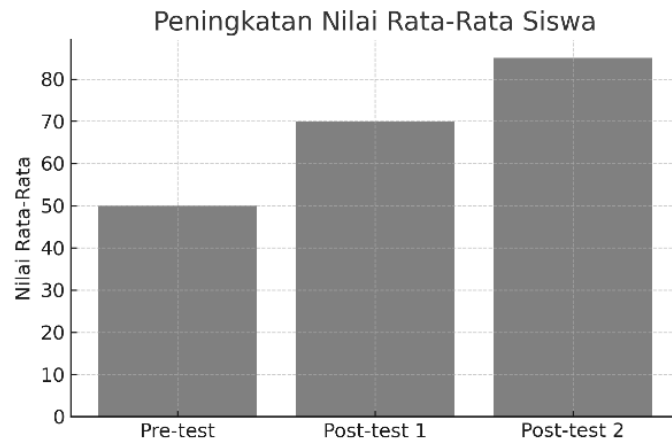This improvement can also be seen in the graph below:

Fig. 1. Graph of Improvement in Students' Reading Comprehension Scores

Based on the data presented in table 1 and figure 1, there was steady progress from the pre-cycle stage to cycle I and from cycle I to cycle II. The learning success rate increased from 24% → 72% → 100%, which shows significant progress in terms of both student scores and participation. The observation results also support this quantitative evidence, in which students showed greater enthusiasm, more active class participation, and better collaboration and communication skills. All these findings prove that the Snowball Throwing method is effective in improving the reading comprehension of report texts for students in class IX D MTsN 1 Probolinggo.

Discussion

The results of this study indicate that the Snowball Throwing technique has a significant impact on improving students' reading skills in report texts. The increase in test scores from the pre-cycle to cycle I and cycle II shows that this method is very effective in helping students understand important information, find core material, and logically connect various aspects of reading. In addition to improvements in cognitive aspects, progress was also achieved in the affective and social dimensions, such as increased self-confidence, active participation in the learning process, and communication and collaboration skills. Thus, the application of Snowball Throwing can change the classroom atmosphere from a previously less dynamic one to a more interactive and productive one.

The findings in this study are in line with the results of previous studies. (Ariati & Fauziah, 2019) stated that the Snowball Throwing method has the potential to improve reading comprehension by increasing students' active participation in discussions. Research conducted by (Khotimah & Nurhasanah, 2024) also showed that this collaborative strategy allows students to construct their own knowledge through interaction with classmates. This opinion is reinforced by (Sugianti et al., 2025), who emphasize that the success of the Snowball Throwing method is highly dependent on the role of teachers in providing

systematic guidance and ensuring the active involvement of each student during the learning process.

In the affective aspect, students also showed positive changes. Research by (Hayuningtyas et al., 2022) revealed that this strategy can increase students' courage to share ideas and actively participate in class. In addition, a study conducted by (Sahira et al., 2023) found that Snowball Throwing contributes to the development of interaction and learning motivation, because each student is required to take responsibility in discussions. (Samini & Purnama, 2025) also emphasized that the effectiveness of this method's implementation greatly depends on the teacher's ability to manage the learning process well. This finding is reinforced in this study, where after conducting an evaluation in cycle I, the teacher increased scientific vocabulary reinforcement and group guidance, which resulted in a significant improvement in student learning outcomes in cycle II.

The implementation of the Snowball Throwing method in this study is in line with the principles of classroom action research according to the Kemmis and McTaggart model, through the stages of planning, action, observation, and continuous reflection. Quantitative data shows an increase in the average score from 48.0 in the pre-cycle to 72.6 in cycle I, and then increased to 88.8 in cycle II. Qualitative data from observation sheets also showed progress in student engagement and the quality of interactions during the learning process. The integration of quantitative and qualitative data provides evidence that this strategy has a positive impact on cognitive development and encourages more active and constructive learning behaviors.

The indicators of success for this study have also been well met. A study is considered successful if at least 80% of students achieve the Minimum Passing Criteria (KKM) and show active involvement in the learning process. In cycle II, all students (100%) succeeded in learning and showed excellent participation. This proves that the method applied not only significantly improves reading comprehension but also creates a learning atmosphere that supports increased student motivation and involvement.

Overall, the Snowball Throwing method has proven to be effective as a teaching strategy in improving report text comprehension at the junior high school/MTs level in the context of teaching English as a foreign language. Due to its participatory and collaborative nature, this method can be a good alternative for teachers to improve their teaching methods, which can improve overall student learning outcomes and engagement.

CONCLUSION

This Classroom Action Research (CAR) concludes that the Snowball Throwing strategy has proven to be very effective in improving the reading comprehension skills of ninth-grade students in class IX D at MTsN 1 Probolinggo. This effectiveness is demonstrated by a significant improvement in student learning outcomes in each action cycle. In the pre-action cycle, the average student score was only 48.0, with a very low learning completeness rate of 24%. Subsequently, after implementing the Snowball Throwing strategy and continuous action improvements, the average student score increased sharply to 72.6 in Cycle I. The highest score reached 88.8 in Cycle II. The learning completeness rate in Cycle II successfully reached 100% of the total 25 students, which clearly exceeded the research success indicator set at a minimum of 80% completeness.

In addition to improvements in cognitive aspects, qualitative data also shows positive changes in students' affective and social aspects. Students who were initially passive and lacked confidence became more enthusiastic. They dared to actively participate in discussions and demonstrated better collaboration and communication skills. The success of this strategy lies in its participatory and collaborative nature. This allows students to build their own knowledge through social interaction, in accordance with the Principles of Schema Theory. Therefore, Snowball Throwing has proven to be a superior alternative teaching method for transforming a less dynamic classroom atmosphere into an interactive and productive one.

Based on these findings, it is recommended that further research explore the effectiveness of the Snowball Throwing strategy on other types of texts. Alternatively, research could focus on developing more specific reading skills, such as inference skills. Personally, this experience proves that challenges in understanding informative texts can be comprehensively overcome through learning innovation. This is especially true when teachers carefully reflect on and improve their actions, as demonstrated by the

emphasis on scientific vocabulary enrichment and more focused group guidance in Cycle II. Therefore, these results provide confidence that the Snowball Throwing method can produce a more meaningful and enjoyable learning experience for students at the Madrasah Tsanawiyah level.

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