



Students' Emotional Engagement In Learning Reading Comprehension By Using Snowball Throwing Strategy

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Abstract

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This study aimed to describes the students' emotional engagement in learning reading comprehension through snowball throwing strategy. The method used in this research was qualitative approach with case study method. This study involved six students from class VIII-I and one English teacher junior high school in Karawang. The data was then analyzed using observations and interviews. The results of this study showed that the use of the Snowball Throwing Strategy for learning reading comprehension was found to be able to positively encourage students' emotional engagement in the context of reading comprehension, such as feeling happy enthusiastic, more confident student and can engage a positive teacher role in learning although there are drawbacks to snowball throwing strategy such as learning is little noisy when studying. Therefore, snowball throwing strategy seems to be recommended to be applied in reading comprehension learning.

Keywords: *Reading Comprehension, Snowball Throwing Strategy, Student Emotional Engagement*

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INTRODUCTION

Reading helps us retain information, it is essential to learning English. Junior high school students need to be able to read well, yet many of them have difficulty reading and remembering what they have read in the past. This has been supported by numerous studies, which show that Indonesian students' comprehension of English literature is still not very high (Syatriana, 2010). Therefore, it is essential for EFL students to read a range of texts in order to acquire the English language. Teachers counsel students to learn English in light of the current issues in order to prepare them for global competition. Among the several tactics teachers have used to improve their students' reading comprehension is the snowball to method. One method that is thought to be appropriate for resolving these learning problems is the snowball throwing strategy. This method is highly suitable for student engagement because it puts students first by using small groups, which can encourage the sharing of strengths among students and the development of their skills.

The three main goals of the snowball throwing strategy method were to support academic achievement, promote tolerance and acceptance of diversity, and aid in the development of social skills in an institutional context (Arends, 2007). Using the snowball throwing strategy is one way to gauge how engaged students are in their studies. This is because the strategy encourages students to take an active role in their education, with the teacher's role limited to providing

basic instructions on the subject matter; all other students participate in the process of learning how to read comprehension in a classroom (Bayor, 2010). Throwing snowballs is an inventive and engaging way to teach reading that needs students to evaluate their answers to the provided challenges and begin cooperating with other members of their group (Nurhanifa, 2017), referenced in (Nesya, 2020). Children can read and comprehend texts more effectively if they practice the technique known as snowball throwing (Ariati, 2019:11). Using the snowball throwing technique, Students can participate actively in educational events. Students can use this method to instruct one another on how to respond to questions posed to their group members.

(Ellen A. Skinner, Thomas A. Kindermann, James P. Connell, James G. Wellborn, 2009) Emotional engagement is the quality of emotional reactions during the accomplishment of a task, which is represented by excitement, delight, pleasure, and satisfaction. Students that are emotionally invested in the classroom actively participate in class and are more organically driven to meet learning objectives. It is well accepted that the main mechanism via which motivational processes support learning and growth in students is their emotional engagement (Dhamaryana, 2012). The researcher aims to investigate students' emotional engagement in snowball throwing strategy approach in order to gauge the extent of their emotional engagement in this learning method, given the correlation between emotional engagement and learning style. Based on the research above, research on student emotional engagement is still rarely conducted. Previous researchers only generally explained effectiveness, implementation, improvement, and etc. Therefore, students' emotional engagement in reading comprehension using the snowball throwing strategy is a gap for the current research. Then in this study, researcher will try to see the students' emotional engagement based on the indication of their positive and negative emotion.

METHODS

The qualitative method used in this study ensures that the findings are in line with the researcher's preferences. A deeper investigation is necessary when using qualitative research as a tool for real-world problems (Cresswell, 2014:2). Researchers can closely evaluate and characterize student participation in the context of reading comprehension thanks to student engagement (Creswell, 2013; Yin, 2014). Case studies are also helpful in examining topics about which there is scant or no information regarding a specific phenomenon. The best approach to gain a thorough knowledge of how students emotionally interact with the snowball throwing strategy when learning reading comprehension is to employ the case study method. As a result, for this study, the researcher only used 40 students from classes VIII 1 and 6 participant, in this study were those who had been previously chosen according to their familiarity with the snowball throwing method of reading comprehension. The tiny sample size chosen in this instance is meant to represent the entire population. The researcher anticipates that the study procedure will function efficiently and successfully with a small sample.

This study employed interviews and observations to gather its data. Two meetings were held to do the observation. The researchers in this study used a snowball throwing approach to teach reading comprehension, with an emphasis

on the emotional activities of the students. The observations sheet from Khaerunnisa Abdillah (2022) and the interview guidelines from Kelli Bippert (2020) and Fatimah Firdaus (2021) served as the study's instruments. Following data collection, the data analysis process followed the three-step Milles & Huberman technique, which consists of data reduction, data display, and conclusion drafting and verification

RESULTS & DISCUSSION

The researcher will talk about the positive and negative emotional effects of the snowball throwing approach on students' reading comprehension in this section. They will also find out how emotionally engaged the students are with the strategy.

Results

The snowball throwing strategy approach, which is used to teach reading comprehension, generates student comments that outline the benefits and drawbacks of the method. The positive emotional response of students utilizing this STS strategy to learn reading comprehension is that they feel intrigued, driven, confident, and excited. The following student responses demonstrate this:

[I think it's interesting because, motivated, it's more exciting to feel happy because the strategy is unique] (Student 1)

[It's livelier, enthusiastic and more exciting because you can discuss with friends when answering questions] (Student 2)

[It's easier to understand the questions and feel confident when answering questions because can directly get feedback from the teacher] (Student 3)

[At first, I didn't know about this technique but once I knew it, it made learning more interesting and fun] (Student 4)

However, this strategy still has negative emotional in learning reading comprehension, this can be seen from the following student responses:

[In my opinion, reading comprehension using the STS technique really makes me and my friends feel actively engagement in learning, however when I try to answer questions, my classmates always joke and disturb my focus in reading and answering the questions given because I make a few mistakes pronounce sentences in English, and not entirely groups can answer the questions because all groups are always completing to get points in the form of grades by the teacher when they can answer the questions.] (Students 5).

[In my opinion the class is a bit noisy when learning reading comprehension using STS, which is not conducive, but it is very exciting to be able to learn while playing and get additional points from the teacher if you can answer questions.] (Students 6).

Apart from the positive and negative impacts that students feel when learning reading comprehension, the teacher's role is also very important in making students feel emotionally and actively engagement in learning. The teachers' role from the material and influencing students during Snowball throwing strategy has a concussion in the form of discussion process has a concussion becoming conducive, conducted, and students becoming comprehension reading better.

Discussion

One important aspect of learning reading comprehension through snowball throwing strategy in junior high school is the opportunity to work as part of a group. Snowball throwing strategy can encourage students' emotional engagement by making students become more interested and comfortable and fun learning. Students feel happy because they can work together to answer questions and get points from the teacher, relationships with classmates become closer because the teacher created a group and students' excited in learning to read and understand English. This is supported by a statement from RR.Nesya Dara Paramita (2021) which states aspect that can engage students' reading comprehension skills by using Snowball throwing strategy is collaboration in groups to answer questions from the teacher which makes students more active and imaginative in expressing their opinions.

Most of them show positive emotions in learning, so that the learning process can run well. Snowball throwing strategy can be an efficient tool in the use of time in the classroom and explains that when students are divided into small group, learning can be optimized with more focus and direction. This is supported by a statement from Suhendra, (2022) which states Snowball Throwing Strategy is a learning plan that teachers use to familiarize students with being more responsive in receiving information from other people, and conveying messages to their friends in the group. Students feel comfortable with their engagement in Snowball Throwing Strategy and students are confident enough to participate in group discussion, this is supported by a statement from Cohen (1994) which states that Snowball throwing strategy create a more familiar and safe environmental students.

CONCLUSION

The results suggest that the Snowball Throwing Strategy, when applied to reading comprehension instruction, fosters positive emotional involvement among students. Students can practice being courageous when expressing their opinions in front of their peers by employing the snowball throwing technique. By employing the snowball throwing technique to teach reading comprehension, students' feelings were made apparent during the learning process, and they were more engaged and self-assured in group discussions. Because they may share ideas with their group friends, the snowball throwing approach also helps students comprehend and remember the information. In addition, by using the snowball throwing strategy method, students can work on their teamwork and collaboration with their peers. it simpler for students to comprehend and retain it easier for students to better understand and remember a material because they can exchange ideas with their groupmates. The teacher's role in snowball throwing strategy also made students more interactive with the teacher. In short, the snowball throwing strategy can encourage students' emotional engagement in learning reading comprehension as seen in the statements of students who are interested, enthusiastic and comfortable.

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