THE USE OF SNOWBALL THROWING TECHNIQUE IN TEACHING READING NARRATIVE TEXT AT THE SECOND GRADE OF SMPN 3 SURABAYA

THESIS

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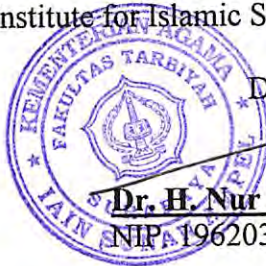Advisor II

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ABSTRACT

The Use Of Snowball Throwing In Teaching Reading Narrative Text at the Second Grade of SMPN3 Surabaya

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This research discusses " The use of snowball throwing technique in teaching reading narrative text " This research was carried out at SMPN 3 Surabaya, especially in class" VIII A" that consists of 38 students. The aims of this study are (1) to describe how snowball throwing technique was implemented in teaching reading, (2) to describe the students' responses in using snowball throwing in teaching reading,(3) and to find the teacher's difficulties in using snowball throwing technique.

The study is descriptive research. The data of this study are taken by means of observation, questionnaire, and interview. The data are analyzed by using descriptive technique.

The result of the research shows that: The snowball throwing technique was a good technique in the reading class since almost all of the students showed their interest to involve actively in the reading class and their better works regularly for three times. From the data of questionnaire, it found that the students' responses to be used of snowball throwing were good. The results of questionnaire were, most of students agreed that English lesson was interesting and useful. Then, it was also found out some difficulties that were faced by the students and the teacher. For the students, sometimes they were the lack of vocabulary, poor concentration, and less background knowledge. For the teacher, the teacher said that the difficulties are limitedness time so that all question cannot be answered one by one.

This study gave some suggestion that the teacher tried to more active in giving direction and explanation. By giving and explanation about the background of the story it helps the students to comprehend the text. Furthermore, because of time constraint, Teacher are expected to form small group so that the time more effective and efficient. The teacher also must have ability of class management because it is very useful to control the class's condition while the students make interaction to each other.

Finally, the snowball throwing could be recommended as one alternative language learning that could be used by English teacher especially in reading class. Because it was proven to be able to activate students to read and share their knowledge each other.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important medium in communication. Basically, language is a means to convey ideas, thought, opinions and feelings. Language is a complex, specialized skills, which develops in a child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.[1] There are so many languages in the world but English is often used by society.

Nowadays, in Indonesia, English is one of the subjects taught since Elementary school up to university. English as international language is important for developing country like Indonesia. Many phenomena show that English plays an important role in society. Most of the society begins to realize that they need English for several reasons. English is not only an international language that enabling people all around the world to communicate to each other, but English is used for transferring science and technology.

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[1] H. Douglas Brown, *Principle of Language and Teaching*, fourth edition, (Addison Wesley Longmann, Inc,2000),p.5

However, most Indonesian students find English complicated language to master. The difficulties are mostly in the differences of the linguistic systems between Indonesian and English. [2]

In learning of English, there are four skills that must be achieved by the students. Those skills are listening, speaking, reading and writing. The students have to able to use those skills whether in oral or written ones.

As one of the basic competence, reading has an important role to help the students to be able to communicate in English and to create a discourse. There are several reasons why reading is very important. First, reading ability is the most important objective to achieve in teaching and learning English. Second, reading gives us science, information and knowledge. This statement means that books consist of much important information that can enrich the reader's knowledge. For educational purposes, the students are expected to improve their knowledge that can improve other skills. This can be done through reading.

Reading is one of act of communication, which is consisting of communicative activity and becomes the center to build concept and to stimulate thinking for comprehension.[3] By having a good reading skill, people are able to understand English written text well. Therefore students are supposed to have reading skill; especially junior high school students will continue their studies in the senior high school.

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[2] Ibnu Suedhi," *The Correlation between Students' interest in Learning English and Their Reading Achievement at MTS Miftahul Ulum Pasuruan*," Unpublished S-1 Thesis, (Malang: IKIP Budi Utomo Library,2002), p.2

[3] Tricia Hedge, *Teaching and Learning in the Language Classroom*, (New York: Oxford University Press,2000), p.194

Considering the explanation above, reading is one of the skills that the writer focuses on. In the teaching learning of reading materials, teachers usually ask their students to make a conclusion about the text, find the main idea, and determine the paragraph organization.

At different times during reading lessons, we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to show the way we arrange sentences, paragraphs and whole texts. The readers do something with the texts. They read the text, they talk the text, they write the text, they summarize the text, and they synthesize different texts into something that represents their own ideas.[4]

A narrative text is a text focusing specific participants.[5] Its social function is to tell stories or past events and entertain the readers/listeners with our stories. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, and teach them a lesson.[6]

According to Depdiknas the language features used in narrative text are:[7] use of adjectives that form noun phrase, use of time connectives and conjunctions, use of adverbs, use of past tense, use of saying verbs, and use of specific characters. But in this research, the researcher focuses on: use of past tense, use of time connectives conjunctions, and use of adverbs.

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[4] Thom Hudson, *Teaching Second Language Reading*, (New York: Oxford University Press,2007),p.9

[5] Artono Wardiman, *English In Focus for Grade VIII Junior High School*, (Jakarta: Depdiknas,2008),p.98

[6] Widya Kiswara, English on sky for junior high school students year VIII,(Jakarta: Erlangga,2007)p.123

[7] Artono Wardiman, *English In Focus for Grade VIII Junior High School*, p.102

The researcher was conducted at the eight grades of "SMPN 3 Surabaya" especially in VIII A. Based on the observation from the English teacher; the students didn't seem to enjoy English reading Lessons. They probably thought it was boring. Furthermore, during the process, teacher-centered activities seemed to dominate the lesson. Based on mentioned above, information that the teaching and learning of English at SMPN 3 Surabaya, the phenomenon can be observed the students are difficult to maintain their interest in reading, some of the students still get difficulty in finding the factual information, and some students still do not know the meaning of some sentences. Also the students didn't seem to be engaged in the reading subject. They might think that the subject is boring. Due to the fact, many reading experts find it necessary to make an attempt to improve students' reading ability in English that is by applying various reading techniques.

There are many techniques in teaching reading. One of them is snowball throwing technique. It is one of the cooperative learning techniques which are useful to teach reading, where cooperative learning essentially involves students learning from each other in groups.[8] The writer chose snowball throwing because through snowball throwing technique students in the second grade of SMPN 3 Surabaya can share information and discuss about the text in reading. Snowball throwing makes student act in cooperation with one another toward the situation which given by the teacher and the students can go through every difficulty they meet by working together in convenient environment.

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[8] Anne Graydon, *Cooperative Language Learning* ,(United States: Prentice Hall Regents ,1992),p.59

Snowball throwing also helps to solve the problem of classes that are too large to offer many opportunities to apply their reading comprehension and they more active to discuss about their reading material from their teacher, offer many advantages, create and encourage the individual's insight into his comparative insight into his comparative strength and weaknesses so that the idea can be generated and shared.

B. Statement of the problem

Based on the background above. The researcher formulates the research question as follow:

1. How is snowball throwing technique implemented in teaching reading skill?

2. How are the students' responses to the use of snowball throwing technique in teaching reading?

3. What difficulties are encountered by the teacher in teaching reading skill using snowball throwing technique?

C. Purpose of the study

1. To describe the implementation of snowball throwing technique in the teaching of reading

2. To describe the students' responses in using snowball throwing technique

3. To find difficulties are encountered by the teacher in teaching reading skill using snowball throwing technique

D. Significance of the study

The writer expects this technique will be beneficial for the teacher and for the students.

For the teacher: The teacher will be aware that using snowball throwing can give contribution to the teacher to improve the way of teaching reading. Also, snowball throwing can add the variety of techniques used in teaching reading in order to create engaging atmosphere in the teaching learning process.

For the students: The student will realize that by using snowball throwing, he or she more understand and comprehend the content of the text and improve their achievement.

E. Scope and limitation

This study focused in using snowball throwing technique at the second grade of junior high school SMPN 3 Surabaya especially in VIII A. The writer only discusses and describes how snowball throwing technique is used as an alternative technique in the reading class, what the students' responses to using snowball throwing in their reading activity, and what the difficulties faced by the teacher in using snowball throwing technique.

F. Definition of key terms

To avoid misunderstanding of the meaning of the terms in this study, the definition of key terms are provided. Those terms are:

1. Reading is an activity to get information and to understand the content of a book or a text.

2. Cooperative learning is a group of learning that is proposed in order to make each learner in groups can exchange information and develop his own learning and the learning of others.[9]

3. Snowball throwing technique: is a technique that the teacher asks the students to writes free questions that is related to the material which has been given by the teacher in a paper. Then the paper is made like a ball thrown from one student to others to be answered.

4. A narrative text is a text that tells a story and, in doing so, entertains the audience. The purpose of it, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite their emotions.

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[9] Johnson, *Cooperation and Competition*, (Theory and Research Edina, Mn: Interaction Book Company, 1989), p.58

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer reviews some related theories and literatures from the previous studies that underline her study. The reviews consist of sixteenth subheadings. They are:

A. The definition of reading

Reading is a means of language acquisition, of communication, and of sharing information and ideas. An important measurement of reading includes understanding what skilled readers do when they read.[10] Besides, Reading is a complex system of deriving meaning that requires all of the following:[11]

1. The skills and knowledge to understand how phonemes, or speech sounds

2. Sufficient background information and vocabulary to maintain reading comprehension

3. The development and maintenance of motivation to read

A set of general learning goal for the reading component of an English languages are:[12]

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[10] Tricia Hedge, *Teaching and Learning In the Language Classroom*,p.205
[11] Anderson, *Definition reading and word identification*,(United states, 2007), (http:www.eduplace.com/rdg/res/teach/def.html)was retrieved 10 March 2010 at 13.00 a.m
[12] Tricia Hedge, *Teaching and Learning in the Language classroom*,p.205

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1. To be able to read a range of texts in English

2. To compare reading style and apply different strategies (e.g. skimming, scanning)

3. To build knowledge of language (e.g. vocabulary, structure) which will facilitate development of greater reading ability

4. To build schematic knowledge in order to interpret texts meaningful.

The teacher's responsibilities in helping learners reach these goals will be to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to build effective classroom procedures, to encourage crucial reading, and to create environment for practicing reading.[13] Each learner will have different strengths to build on and different weaknesses to overcome. The teacher will need to focus on different goals at different times and to use a range of materials and tasks.

B. The teaching of reading

While tay quoted by Ibnu Suedhi stated that suggest classroom activities by making five practical suggestions about how to teach reading skill. The four principal are:[14]

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[13]Ibid.,

[14] Ibnu Suedhi, *"The correlation between students' interest in learning English and their reading achievement at MTS Miftahul Ulum Pasuruan,"* Unpublished S-1 Thesis, (Malang: IKIP Budi Utomo library,2002), p.9

1. Developing the ability to recognize and state main idea

2. Developing the ability to summarize and organize idea

3. Developing the ability to follow the sequence of idea

4. Developing the ability to note details.

Considering the teaching reading, the role of the teacher is very important in the classroom. For example, teacher is a leader development who knows to handle the response from the student, how to encourage the students' creativity, and how to create effectiveness in the classroom. However it is also important for the teacher to encourage the student to be motivated in reading. The teacher can do this by giving information of how to be a better reader.

C. Types of reading

There are two types of reading: Intensive reading and extensive reading.[15]

1. Intensive reading

   Intensive reading means an activity of reading in class where the students read passage with the help of their teacher. In this reading activity, the role of teacher as a guide to bring his/her students to be efficient and skillful reader is very clear. In addition, the student should be encouraged to read extensively

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[15] H. Douglas brown, *Language Assessment Principles and Classroom Practices*,(United States: Pearson Education, Inc, 2004), p. 189

outside of class that is to spend a half our in the evening with something his/her chooses to read (a magazine, short story, or text).

2. Extensive reading

Extensive reading refers to the outside reading that students do on their own with no help or guidance from the teacher. This is kind of reading trains the students to come to the level of reading enjoyment, the students should be trained to read directly and fluently in the previous language without the aid of the teacher as well as dictionary[16]

In extensive reading, the reader read a text without an emphasis on analysis of word and grammatical points. Although such reading is meant as independent reading, there should be regular and systematic feed back from it.

D. The Activity of Reading

According to Abbot there are three kinds of activities in relation to reading classroom activities:[17]

1. Pre-reading activity

It is the activity before the students read the texts. Before the students face reading texts, the teachers have to do pre-reading activity. The aims of this activity are:

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[16] William Grabe, *Reading in a Second Language*, (United States: Cambridge University Press,2009), p.326
[17] Paul Knight, *Learning and Teaching English*,(New York: Oxford University Press,2006),p.75

a. To give chances to students to focus their attention to the content of the reading text

b. To give the students opportunities to consolidate their experiences so that they can connect theirs with the content of the reading text

c. To increase the students' skill in predicting

d. To develop the students' interest toward the content of the reading text.

2. Whilst reading activity

It is the activity while the students read the texts. After the students seem to be familiar with the topic being discussed, the teacher continues with the following activity, that is, whilst reading activity. The first step to be done in the activity is that the teacher distributes the reading text and asks the students to read straight through the text quickly. After the students read the whole text, the teacher gives some options reflecting the main idea or the topic of the text and asks the students to choose the most appropriate statements among the options. This activity is meant to develop the students' ability in determining the main idea of the text. This task should be done individually. Having finished this task, the teacher, together with the students, checks and discusses the answers

3. Post reading activity

It is the activity after the students read the texts. This step is preparing the students to try to express the knowledge they have got after reading the text. The purpose is to know what the students can do after they have got the

information from the text. For instance, they are able to transfer the information they got in the form of a diagram or they can make a summary of the information they or in their own words without omitting the idea of the text.

E. Academic purposes for reading

According to Anderson There are six academic purposes of reading:[18]

1. Reading to search for information (scanning)

    Scanning is a strategy used by all readers to find relevant information in a text.

2. Reading for quick understanding(skimming)

    Skimming is the process of reading to determine main idea. We skim when we want to determine what a text is about and whether or not we want to spend more time reading it. We skim when we are expected to read a more difficult text so that we have a sense of where the text will lead us and what we may need to know to understand it. We skim when we need to work through many texts and want to make decisions about which texts to focus more attention on.

3. Reading to learn

    Reading to learn is often carried out in academic of reading. We read to learn when the information in a text is identified as important (often by a

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[18] William Grabe, *Reading in a Second Language*, p.8-10

teacher or textbook) and when that information will be used for some task or may be needed in the future.

4. Reading to integrate information

Reading to integrate information requires that the reader learn information from multiple texts or bring together information from different parts of a long a text, such as long and complex chapter in a textbook.

5. Reading to evaluate, critique, and use information

Reading to evaluate, critique, and use information often also represents an increased level of demand and more complex interaction of reading processes

6. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers. This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing.

F. Reading comprehension

Reading comprehension is defined as the level of understanding of passage or text. Reading comprehension understands a written text means maintaining the required information from the material as efficiently as possible a

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3. Skill in reading is somewhat dependent upon the material selected for reading in so far as this is related to the learner's vocabulary and his accustomed kind of reading

Based on the explanation above, the writer concludes that reading is not only the ability of oral skill, but also the ability to understand the content of the reading itself. It means that the readers must know the inside message of the writer that can be found in those text

G. Strategies for reading comprehension

There are several strategies for teaching reading comprehension:[23]

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing it, we know what we are looking for and chooses confusing information. Meanwhile we are teaching a reading technique; make sure students know their purpose in reading something.

2. Use efficient silent reading (for intermediate to advanced levels)

If we are teaching beginning level students, this strategy will not apply because students in beginning level still difficult with the control of a limited vocabulary and grammatical patterns. So that efficient silent reading more

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[23] Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy Third Edition* ,(New York: Pearson Education , inc,2007), p.366-368

suitable for intermediate and advanced level. Besides this levels help the students increase efficiency in learning reading

3. Skim the text for main ideas

Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic, or message, and developing or supporting ideas.

4. Scan the text for specific information

The purpose of scanning is to specific information without reading through the whole text.

H. Reading comprehension in junior high school

Students of junior high schools are taught reading comprehension in which they deal with reading text written in English. Based on the curriculum 1994 the objective of reading instruction is that students are able to understand and interpret the content of reading texts through observation, interpretation and application.[24] In this curriculum reading comprehension is considered more important than the other skills. This can be seen from the curricular objective of the English instruction that is students' interest and ability in English, especially in reading comprehension. Besides, there are also expected to be able to listen, speak, and write a simple composition in English using the English sentence patterns at the vocabulary level of 500 words.

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[24] Depdikbud Jakarta, 1999, *Suplemen GBPP* (1994).

I. Factor affecting reading comprehension

The success and the failure in comprehending the written text are determined by a lot of factors which effect reading comprehension. However, they can be classified into two major factors namely, the characteristic of the material and the characteristic of the reader. The first consist of the concept being presented in the text, technical vocabulary, special meaning for word and unfamiliar structure. And, the second deals with the reader's decoding skill, and the reader's attitude

J. The Ways of purposeful process in reading

There are several purposeful processes in reading:[25]

1. Receptive reading

   Is when a reader wants to enjoy a short story, follow a line of argument in a newspaper editorial, or understand the main stages in a textbook description of a manufacturing process

2. Reflective reading

   When   a reader wants to check whether a new line of argument in a political text is consistent with opinions expressed earlier in the same article.

3. Skim reading

   Is   used to   get a global impression of the content of a text.

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[25] Tricia Hedge, *Teaching and Learning In The Language Classroom*, p. 195

4. Scanning

Involves searching rapidly through a text to find a specific point of information.

K. Strategies for teaching reading comprehension

There are eight strategies have been identified in research as providing the strongest support for reading comprehension:[26]

1. Summarizing

Numerous studies have shown that summarizing leads to significantly better comprehension among students in first language contexts. Other studies have shown that summarization training with students in fifth, sixth, and seventh grades improved recall of information on additional reading passages.

2. Forming questions

Forming questions is commonly recognized as an important strategy among first language reading researchers. Question-forming strategy often requires training students in how to generate appropriate questions in relation to a text. There is strong evidence that a questions generation improves memory for text information, the identification of main ideas. In those contexts, forming questions is generally recognized as a major and contributing factor to the development of comprehension abilities (questioning the Author) centers specifically on students' abilities to form questions and explore answer. There

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[26] William Grabe ,*Reading In a Second Language*,p.209-211

is a little empirical research on the effectiveness of student questioning in second language reading contexts.

3. Answering questions and elaborative interrogation

Answering questions and elaborative interrogation have long been recognized as important cognitive abilities, and certain aspects of question answering are strategic in nature.

4. Activating prior knowledge

Activating prior knowledge appears to improve recall of information among students. Efforts to activate prior knowledge that is against with the information in the text (and that is usually wrong) do not lead to improved comprehension. It is important that knowledge activated by students prior to reading be consistent with information presented by the text.

5. Monitoring comprehension

Monitoring comprehension is commonly discussed as a major reading strategy that improves comprehension.

6. Using text structure awareness

Using text structure awareness has been shown to be a powerful means for improving reading comprehension and recall of information.

7. Inference

Inference instruction is generally viewed to be useful to comprehension improvement, but there are relatively few experimental studies that provide

explicit training in inference as a way to improve comprehension among grade level or better readers.

For most second language learners who are already in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.[27] Following are 10 such strategies, each of which can be practically applied to classroom techniques.[28]

1. Identify the purpose in teaching reading

   Efficient reading consists of clearly identifying the purpose in reading something. By doing so, we know what we are looking for and can weed out potential distracting information. Whenever we are teaching a reading technique, make sure students know their purpose in reading something.

2. Use grapheme rules and patterns to aid in bottom-up decoding.

   At the beginning levels of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English.

3. Use efficient silent reading techniques for improving fluency

   If we are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns.

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[27] Beatrice Mikulecky, *A Short Course in Teaching Reading Skills*,p.2

[28] Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy, Third Edition*,(Pearson Education, Inc.2007),p. 366-371

4. Skim the text for main ideas

   Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist.

5. Scan the text for specific information

   The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text.

6. Use semantic mapping and clustering

   Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

7. Analyze Vocabulary

   One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

L. Reading principles

Related to the teaching reading, Harmer suggest five principles in teaching reading, it purposes to make the efficient teaching reading. The five principal are:[29]

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[29] Jeremy Harmer, *How to Teach English*, p. 101

1. Reading is not a passive skill.

   The teacher should motivate the students to be active in reading. For example, the teacher asks the student to guess what the word means, see the picture and understand the arguments. Then, lets them work out in order to they do not forget it quickly

2. The student needs to be engaged with what they are reading.

   Students who are not engaged with the reading text and not actively interested in what they are reading will get no benefit from it hence, the teacher should select interesting topic.

3. The student should be encouraged to respond to the content of reading text, not just to the language.

   In studying reading text, the students not only study the number of paragraph but also the meaning and the message of the text. That is why, if is important to give the students chance to respond the message of the text.

4. Match to the topic

   The teacher should select the reading tasks for example, if the topic is restaurant menu, the tasks can be a list of the ingredients. Another tasks can be asking questions, filling a puzzles, game etc.

5. Prediction is a major factor in reading.

   When we read texts in our own language, we frequently have a good idea of the content before we actually start reading.

M. Problem in understanding text

According to Nuttal there are some elements that make the reader find problem in understanding text. Those are:[30]

1. The code/ alphabetic symbols

   The reader will find the difficulty in neither understanding the text, because he is not familiar with the text. So, it entails the perquisite to get satisfactory communication that is writer and reader should shape the same code.

2. Vocabulary and sentence structure

   It goes without saying that sizeable vocabulary is crucial to success in reading. It is possible to get the writer's message without understanding every words of the text, but is motivation possible to be absolutely certain of it, not to give the fullest response. When the sentence is not understood although the vocabulary is known, it is often because long and difficult to unrevealed syntactically, syntactic complexity coupled with unfamiliar vocabulary doubles the problem

3. Cohesive devices and discourse markers

   Understanding cohesive devices is very useful to get the message of the text. The reader, who does not know a pronoun refers to, or who cannot

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[30] Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension exercices,*(Cambridge: Cambridge University Press, 1981) p.3

supply the full version of an elliptical sentence, will not be able to be able to establish the significance sentence

4. Problem beyond the plain sense

Problem beyond the plain sense includes reader's knowledge about the word. A reader who wants to understand the plain sense of each sentence may still be unable to make sense of the text as a whole. It is because he lacks the background knowledge of the text.

5. The concepts

A concept is part of the message that the text express. The concept may become problem for a reader in understanding a text.

N. Teaching reading in Second Language Reading

Reading processes in a second language are similar to those acquired in the first language in that they call for knowledge of sound/symbol relationships, syntax, grammar, and semantics to predict and confirm meaning.[31] Second language reading use their background knowledge regarding the topic, text structure, their knowledge of the world, and their knowledge of print to interact with the printed page and to make predictions about it. Two important differences between first and second language reading can be found in the language

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[31] J. Michael, *Authentic Assessment For English Language Learners*,(Addison Wesley Publishing,1996)p.94

proficiency and experiences of the students. [32]Students reading in a second language have varied levels of language proficiency in that language. The second language learners may be in the process of acquiring oral language while also developing literacy skills in English. Also, students may not have the native language literacy skills to transfer concepts or strategies about reading to the second language.

Hulstjin said that Reading processes are important to questions of whether good or poor second language readers read in the same way in their first language.[33] He considers it to be of significance in two ways of Language. First, our in a second language are similar to those acquired in the first language in that they call for knowledge of sound/symbol relationship, syntax, grammar and semantics to predict and confirm meaning. Understanding of second language reading proficiency would increase it to theories that exist in first language research. Second, research that has been conducted in first languages will be important for understanding second language reading if processes in the two languages are similar.[34]

Any examination of second language reading must address the historical development of theories, approaches, and models that have been developed to explain the processes involved in first language reading.[35] Indeed, many of the

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[32] Ibid,p.94
[33] Paul Knight, *Learning and Teaching English*,p.81
[34] Thom Hudson, *Teaching Second Language Reading*,p.59
[35] Ibid p.58

concerns for second language reading have developed from initial research into first language model building when reading comprehension breaks down, EFL students need to find ways to repair their understanding.[36] This is where the importance of knowing how to teach reading strategies comes in, so as to facilitate the reading process and give students a clear sense of what they are reading.

Brown's definition shows the Basic Concept Teaching reading in ESL is a little different than the way native speakers are taught to read. While vocabulary is an important part of reading-teaching the reading skills of surveying, skimming, scanning, inference, predicting, and guessing are just as important. Research tends to indicate that a students' reading comprehension can be improved by focusing on teaching students skills in the following areas.[37] So, the role of reading in second language is useful for any result and purpose study to develop his knowledge and give him valuable sources. Therefore the best way to reach it is by reading a lot.

Two important differences between first and second language reading can be found in the proficiency of language and experiences of the students.[38]

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[36] William Grabe, *Reading In a Second Language*, p.130
[37] Thom Hudson, *Teaching Second Language Reading*, p.60
[38] J. Michael, *Authentic assessment for English Language Learners*, p.94

O. Cooperative learning

Cooperative learning is the instructional use of small groups so that the students work together to maximize their own and each other's learning. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.[39] In cooperative learning, teachers teach students collaborative or social skills.[40] so that they can work together more effectively. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.[41]

The benefit of cooperative learning are:[42]

1. Gain from each other's efforts.

2. Recognize that all group members share each others

3. Give knowledge each others.

Slavin, one of the founders of cooperative learning believes that Cooperative learning lessons can be characterized by the Following Features:[43]

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[39] Diane Larsen, *Techniques and principles in Language Teaching, Second edition*,p.164
[40] Ibid.,
[41] Anne Graydon, *Cooperative Language Learning*, p.61
[42] Ibid
[43] Richard I. Arends , *Learning to Teach Sixth Edition*, (New York: McGraw-Hill, 2004), p. 356

1. Students work in teams to master learning goals

2. Make each learner in groups can exchange information and develop his own learning and the learner of others

3. Gives opportunities to integrate language with the content

4. Gives opportunities to encourage students to be more active in their learning

P. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.[44]It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It provides an esthetic literary experience to the reader. Narrative text is written based on life experience is what we do, feel, hear, read, even what we dream. Narrative text contains about a story or fairy tale (can include folktales, fables, legends, short stories and others.

Commonly, Narrative text is organized by the story of grammar. It will be beginning, middle and the end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot a series of episodes which holds the reader' attention while they are reading the story. Conflict is the more important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown

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[44] Artono Wardiman, *English in Focus For Junior High School*,p.98

how the characters face the problem and how they have ability to handle that problem.

1. **The Generic structure of narrative text**

   A narrative text consists of the following structure:[45]

   a. Orientation: It is about the opening paragraph where the characters of the story are introduced

   b. Complication: Where the problems is the story developed.

   c. Resolution: Where the problem in the story is solved.

2. **The language feature of narrative text**

   Language features is selected for intensive study across more than one topic or text type based on course objectives. The curriculum for junior high school describes the language features of narrative text as follows:[46]

   a. Using processes verbs.

   b. Using temporal conjunction

   c. Using simple past tense

Q. The definition of snowball throwing technique

   The snowball throwing technique is a variation on "find what I've written". When students have written their true sentences, they screw them up into balls and when the teacher asks to start throwing them around like ball,

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[45] Ibid.,136

[46] Lina L. Hanion, *What is narrative text*, Downloaded from (http://understanding text Bogspot.com) was Retrieved 29 november 2009 at 10.23 p.m

including pick up other people's "ball" and throw them. After one minute, students pick up ball close to them and go around trying to find who each statement is true for [47]

1. The steps of snowball throwing technique

There are 8 steps in snowball throwing technique:[48]

a. Teacher divides the class into 6 groups and each group consists of 6 students

b. After that the teacher asks the leader of each group to come in front of the class

c. To get the text

d. The leaders of each group back to their group, afterwards they

e. explain the text which be given by the teacher to their friends

f. Each of the students is given a piece of paper to write down one of a question that related to the text which has explained by the leader of the group

g. Next, the paper is made like a ball and is thrown from one student to others during 15 minutes

h. After the students get one ball or questions, they are given a chance to answer this question based on the paper one by one.

i. Last, teacher and the student discuss it together

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[47] Purwati, *Snowball throwing*, Downloaded from(http:// gurupkn. snowball throwing Wordpress.com) was retrieved on 06 January 2010 at 09.00 a.m

[48] Dave Meier, *The Accelerated Learning Handbook*, (Bandung: Kaifa,2002), p.203

2. Advantages of snowball throwing:

Snowball throwing is one of technique to train students to be more responsive to receive messages from other people, and convey that message to his friend in one group.[49] Throw question does not use a stick like a talking stick model but using paper containing questions on squeezed into   a ball of paper and then thrown to other students. The students throw to students who got the ball in the throwing of paper and threw it to the student who got the other ball. Then the students   opened   the   paper and get one answer. In snowball throwing the student   more active   and creative because every student   must make one question. The snowball throwing has several advantages. The advantages of snowball   throwing are:[50]

a. It can show the readiness of the students

Before teaching learning process happens, the teacher asks the students to study the materials that has been discussed in the previous day. So, when the teaching learning process is begins and the teacher gives a text to them, they will be ready to make questions related to the text that was given by the teacher. In conclusion, the implementation of the technique is successful because they know what they should do in the class. In

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[49] Melvin L. Silberman, *Active Learning*,(Bandung:Nusamedia,2006), p.242

[50] Syaiful Imran. *Snowball throwing technique*, Downloaded from (http://ipankreview. Wordpress.com) was retrieved 15 Apr 2010 at 9.10 a.m

addition, the teacher doesn't talk too much to explain the rule of the technique.

b. The students can give the knowledge to each other

In this case, Snowball throwing technique is a kind of cooperative learning. So the students are asked to work together with their friends in the group. Besides, when they discuss the material with their teacher and friends they can share knowledge to each other.

3. **Snowball throwing in teaching reading**

As mentioned above that snowball throwing technique is a kind of technique that asks the students to be ready when they follow the teaching-learning process happens especially in reading class because the teacher doesn't explain the material that will be discussed before. Besides that, Snowball throwing technique can help the students to get knowledge easily[51].

According to the reason above, it can be concluded that snowball throwing is more effective and practical as technique in the teaching of reading. Moreover, ball throwing does not only present the material that will be discussed, but they can also play a game. So, the students will not be bored to follow the reading class. [52]

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[51] Dave Meier, *The Accelerated Learning Handbook*, (Bandung: Kaifa,2002), p.204
[52] Ib id.,

R. Reading assessment

Reading assessment is used to determine what skills are being learned and what skills are being learned and what skills need to be strengthened.[53] The teacher will use the test to determine how well the students have understood the material and whether there is need for review. Reading assessment are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities and an effort to reflect the construct in assessment tasks.

In addition, for assessing reading, some attention should be given to the highly strategic nature of reading comprehension by accounting for which of the many strategies for reading are being examined.[54]

In our efforts to design tests at any one or combination of these levels and categories, consider the following of tasks. There are four tasks in reading:[55]

1. Perceptive reading (Recognition of symbols, letters, words)

    a. Reading aloud

    b. Copying (Reproduce in writing)

    c. Multiple-choice (including true-false and fill the blank)

    d. Picture-cued identification

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[53] William Grabe,*Reading in a second Language*,p.352

[54] J. Michael, *Authentic Asessment For English Language Learners*,(Addition Wesley Publishing,1996)p.10

[55] Douglas Brown. *Teaching By Principles an Interactive Approach to Language Pedagogy. Third Edition* (Pearson Education , Inc.2007),p. 385-386

2. Selective reading (focus on morphology, grammar, lexicon)

    a. Multiple choice grammar/vocabulary tasks

    b. Contextualized multiple choice (within a short paragraph)

    c. Sentence-level cloze tasks

    d. Matching tasks

    e. Grammar/ vocabulary editing tasks (multiple choice)

    f. Gap-filling tasks (e.g. sentence completion)

3. Interactive reading

    a. Requiring knowledge of discourse

    b. Reading+ comprehension questions

    c. Short-answer responses to reading

    d. Discourse reading tasks(multiple tasks)

    e. Scanning

    f. Re-Ordering sequences of sentences

    g. Responding to charts, maps, graphs, diagrams

4. Extensive Reading

    a. Skimming

    b. Summarizing

    c. Responding to reading through short essays

    d. Note taking

    e. Outlining

S. Review related study

There are some studies that conducted on snowball but with different focuses and objects beside this study. The study was written by Dewa Bagus Putut Sugara from State university Surabaya". The title of the study is" using snowball drilling to teach grammar at vocational high school. In here the term snowballing is used to get answer which is produced from student discussion in multistoried manner. It begins from small group then continues to bigger group, so finally it will appear two or three answer that already agreed by students in group. It will work well if the learning material requires deep thinking or demand students to think analysis and synthesis. Differ with snowball, snowball drilling does not use in the context discussion but giving information as much as possible through exercises. Snowball drilling not for learning based on problems but based on fact.

In the other lesson especially in Department of Indonesian language was written by Achmad nadzir from university for Islamic studies Malang. He reported that snowball throwing technique can create a fun learning activities that can enhance students' learning process, especially in understanding the content of textbooks and newspaper so that students can build their own knowledge and experience, and can develop the ability to find and conclude the main news and headlines the content.

CHAPTER III

RESEARCH METHODHOLOGHY

A. Research Design

Based on the problems and objectives of the study, the writer decided that this study uses descriptive as the research design. Ibrahim states that descriptive research is a research which controls and interprets about condition and phenomena such as relation, point of view, attitudes, process, influences of condition which happen.[56] Besides that this study was conducted to find out the answers to the problems as stated in chapter I. It tried to answer the questions (1) how is teaching reading using snowball throwing technique implemented?, (2) what are the students' responses to the use of snowball throwing technique in the teaching of reading?, (3) what are the difficulties using snowball throwing technique. The main of descriptive method is to describe situation while the research is done, and examine the reason of certain phenomenon.

In this research, the writer did not take part or be non participant when the teaching learning process was conducted in the class. The writer observed the teacher and students' activity during the application of snowball throwing technique in the reading class. The writer come to the class in order to describe the teaching learning process of English to Junior High School Students. This

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[56] Nana Sudjana, *Penelitian dan penilaian pendidikan,*(Bandung: Sinar Baru Algensindo, 2009),p.65

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study is designed to identify and describe the observed phenomenon in the forms of words, without any statistical calculation.

B. Subject of the research

The subject of this study were the second grade students of SMPN 3 Surabaya. Actually there were seven classes of the second grade but the researcher chose one class only that was class VIIIA. The writer took the second grade students, because the students didn't seem to enjoy English reading lessons. There were about 38 students in the class with 23 female and 15 male.

C. Data of the study

To obtain the information of ball throwing in teaching reading to junior high school in SMP Negeri 3 Surabaya, the data of the study was based on the results of the observation, the results of questionnaire, and the results of interview.

Those data were explained in the whole aspects of the snowball throwing technique used in teaching reading to students in junior high school, to find out the students' responses towards the use of snowball throwing technique in teaching reading, and to know the teacher's difficulties in using snowball throwing technique in teaching reading.

D. Research Instrument

Research instrument is a means to collect the data. The researcher uses an observation checklist, interview and questionnaire.

1. Observation checklist

Observation checklist is an instrument to observe all aspects of activities of teaching learning process, so the observers just write the number of aspects of teacher's and students' activities and put thick(√) in the checklist sheet.[57] Observation checklist is used to observe and note all the process of students' reading activity when snowball throwing is conducted.(See Appendix I-III)

2. Questionnaire

The questionnaire is formulated to get information and opinion from the students about the teaching learning process that has been passed.[58] This instrument is used to know the students' responses towards the use of snowball throwing technique. In here, the researcher also takes the information from the students' opinion and asks them to write down the difficulties that they face during the application of snowball throwing technique. for the questionnaire, it consists of some questions that contain the students' opinion about English lesson especially for reading activity, the use of snowball throwing technique, the teacher's role, and the advantages of using this technique (See Appendix IV).

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[57] Judith Hirsh, , *Applying Educational Research*,(New York: Logmann Inc,1981)p.84
[58] Ibid

3. Interview Guideline

Its purposes to get more information about the focus of the study.[59]The researcher used both structured and unstructured interviews.

a. Structured interview

The researcher interviewed informant structurally used guidance list of interview dealing with problem of the study.[60]

b. Unstructured interview

This interview is like usual conversation which follows and suit with the situation and condition of the informants.[61]

The interview guideline was a guideline to interview the teacher. It concerned with the problem that were faced by the teacher in implementing snowball throwing technique to the teaching reading, what difficulties that she found in the snowball throwing technique, and how she solved the difficulties and why snowball throwing can activate students' reading comprehension. The researcher used interview to gain more information in details about snowball throwing. The interview is one of instrument about the process asking and answering in research in or two persons who are talking about listening directly information or

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[59] Kristi Poerwandari, *Pendekatan Kualitatif untuk Penelitian Perilaku Manusia*, (Jakarta: LPSP3 Fakultas Psikologi UI,2005), 3 rd edition,p.127

[60] Ibid.,

[61] Iskandar, *Metode Penelitian Kualitatif,*(Jakarta:GP Press,2009),p.114

explanation.[62] The interview consists of nine questions and was conducted at the end of last meeting. (See Appendix V)

E. Data Collection Technique

The writer began to collect data on 17th, 2010 up to 24th May, 2010. Data collection technique is a way to get the data research. The data collection techniques are observation, questionnaire, and interview.

1. Observation

The researcher observes how the teacher leads the class using snowball throwing technique in teaching reading to the second graders of junior high school. In this study, non-participant observation was applied during the process of teaching learning in the classroom since the writer only becomes an observer and did not take part in the teaching learning process. This study was observed by two observes who observed students and teacher activities when snowball throwing technique was conducted in teaching reading. All of the results of observation written in descriptive form. The observation was done three times, those were holding on 17th, 2010 up to 24th May, 2010.

2. Interview

In order to give more information in searching the answer of research question, the writer interviewed the teacher. The interview was conducted in order to support the data gained from questionnaire and observation. The

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[62] Narbukho Kholid, *Methodology Penelitian,*(Jakarta:P.T. Bumi Aksara, 2001), p.87

writer chose the last day of her research in the school to do the interview. The teacher was given questions about the students' reading in snowball throwing and their ability in English especially in reading (See appendix V).

3. Questionnaire

The questionnaire was copied questionnaire as number as students in eight grade Junior High School SMP Negeri III Surabaya. After the students submitted the questionnaire, the writer analyzed it by using percentage technique. The sum of the students' response of one item question will be divided into the number of the students' answer and multiplied by 100 %.

F. Data Analysis

The data of this study will be analyzed by using descriptive technique. The data will be obtained during and after the data collection phase. The writer presents the result of the observation, students' questionnaire and interview in descriptive. She presents the data in the form of description. She describes the result of the observation to her questions in the checklist.

She also describes the result of the observation that is obtained from the class condition, the teacher's activity in leading this technique to teach reading class and also the student activities in the classroom.

All the data from the students' questionnaire will be presented descriptively and summarized according to the related aspects.

The data from interview will be classified into several related items, so it will be easier to present it descriptively. From the interview, the researcher describes to gain more information in detail in snowball throwing. The researcher will organize all the data that is obtained during the observation and interviewed. She synthesizes the data, and decides what she will report. She will summarize the data critically and explain the data logically.

CHAPTER IV

RESULTS AND DISCUSSION

The chapter of results and discussion consists of data description that has been collected and analyzed. The writer is going to describe and analyze the implementation of snowball throwing technique, the students' responses of using snowball throwing technique, the students' answer based on their opinions, and the description of data questionnaire by the percentage way. Finally, the writer is also going to describe the teacher's difficulties using snowball throwing technique.

A. The results of observation application of ball throwing in teaching reading

The writer had observed in the SMPN 3 Praban Blauran Surabaya. It was done in three meetings, on May 17th 2010, May 20th 2010 and May 24th 2010. During teaching learning process of snowball throwing technique the writer observed the students' activity and the teacher's action. The writer didn't take part in teaching learning process. The writer observed the students' activity during the application of snowball throwing in the reading class. For each meeting, the teacher gave different text. Then the writer described all the activity from the first meeting until last meeting. The writer also used observation checklist to make her easy to get the data. Besides, the writer used interview, questionnaire, in order to get more data in detail.

1. **Observation of the first meeting**

   The first meeting was held on May 17th 2010. It was started at 13.00 o'clock. The environment of the class was bad because English is the last lesson at that day. Directly, the teacher chose suitable material for his students. The title which was given to the students in the first meeting was" The Stingy and the Generous". And objective of the study is to enable the students to find the main idea of each paragraph in narrative text and mention the important events, the characters and the settings in narrative text

   a. Before snowball throwing technique

      Before snowball throwing technique was conducted, the teacher gave explanations about narrative text. There were:

      1) The definition of narrative text

      2) Genres of narrative text

      3) Language features of narrative text

      Then the teacher gave the rules of how the snowball throwing should be played. The teacher then gave opportunity to all students to read about the text which has been given by the teacher. The teacher also gave background knowledge of the text. The English teacher didn't forget to remind the students about the importance of team work. Here, the students were asked to work in group where each group was heterogeneous. They were divided into 7 groups and each group consisted of 5-6 students and

chose one leader from each group. The teacher asked the leaders to come forward and gave them the material about the reading text.

While the students were discussing and reading on the topic, the English teacher monitored the students. He also gave some cues, which would help them formulate their ideas. The English teacher also explained the difficult words related with the text.

b. While snowball throwing technique

Ten minutes later, the teacher asked all students to play snowball throwing; all students had to make one question then being thrown from one student to others during the five minutes. Five minutes later, all students would   have brought one question from their   friend. When snowball throwing is being done, there were some students who were less enthusiastic when doing snowball, however, other students seemed to be very enthusiastic and active when snowball throwing was applied.

c. After snowball throwing technique

After the activity, the teacher asked   all students to answer questions from their friend and write the answers on the blackboard. Because of the time was limited, there were five students who had represented forward to wrote his answer on the blackboard. Their answers would be discussed briefly. Here, Students still made mistakes in grammar when they wrote the questions. There were also students who seemed to be afraid   of making mistakes. Most of the problems were caused by the students when

doing snowball throwing for example in grammar and vocabulary. The teacher tried to solve this problem by asking the students to bring a dictionary in the next meeting in order to minimize the difficulties in their vocabulary. Furthermore, the teacher also gave more attention in motivating the students so that they became more active in next meeting.

2. Observation of the second meeting

The second meeting was held on May 20th 2010, on Thursday morning. First, the writer greeted the students and checked the attendance list. Then the teacher offered topics, which were used in the discussion activity for the first meeting and following meeting. Then the teacher selected suitable material for their students. The material in the second meeting had been selected and prepared before. The title given to the students in the second meeting was" Snowhite." .The main objective of this story is to enable students to understand/ comprehend the text.

a. Before snowball throwing technique

The school began at 7.15 in the morning. Before the lesson began, the teacher asked the students to pray together. Before the lesson started, the teacher reviewed the material in the previous meeting and asked the students about the difficulties when snowball throwing was applied. Directly, the teacher asked the students to read the story and gave them chance to ask some difficult words. Then before snowball throwing

started, the students were organized into groups in which the groups were the same groups as the first meeting.

b. While snowball throwing technique

While snowball throwing, the students were more enthusiastic than previous meeting. To motivate the students, the English teacher gave reward as one of the ways in motivating the students if they did their better and became more active. She also gave some triggering questions related with the text, which would help them to formulate their ideas. Here, the writer just only observed the teacher and the students' activity in the reading class and she took some notes to complete her data. The writer prepared everything that would help her to do this observation

c. After snowball throwing technique

After the teacher asked students to answer the questions one by one and asked them to write their question and answer on the blackboard, the teacher and the students discussed and corrected the students' work. In the second meeting, students seemed to be more enthusiastic and excited when learning process that took place. In this   meeting students understood more about the story which was given by the teacher. Ten minutes later, the teacher gave individual test about text.

3. **Observation of the third   meeting**

The third observation was held on May, 24 2010. First, the teacher began the lesson by asking some questions about the mouse and the snail.

Then the teacher reminded the students again about the definition of narrative, language features of narrative and the genre of narrative. In that way, the teacher expected that the students did not make the same mistakes in the first and second meeting. After the explanation was clear, the teacher gave some pictures to the students which related to the topic

a. Before snowball throwing technique

After the teacher provided material about the text, the teacher gave an opportunity to the students to read and discuss about the material with their friends. He explained the difficult word related with the text. In the third meeting teacher asked to the students to play ball throwing in the whole of the class.

b. While snowball throwing technique

When snowball throwing applied, all students seemed to be very active and enthusiastic. Here students were very noisy, crowded and enjoyed with this technique because of the application of snowball throwing in the whole class. Here, the students also didn't make as many mistakes as in the first and second meeting.

c. After snowball throwing technique

As usual, at the end of lesson the teacher asked the students to answer questions from their friends on the blackboard. Then the teacher would give reward in order to make the students more active and did the best in the work. The reward was in the form of point scores. Point score

took when the students forward to write question and answer from their friends. The teacher gave 5 points to someone who wanted to forward in front of the class to write the questions and answer from their friends.

B. The result of questionnaire

Number question	A	B	TOTAL
1	23	15	38
2	23	15	38
3	26	12	38
4	22	16	38
5	28	10	38
6	25	13	38
7	26	12	38
8	23	15	38
9	24	14	38
10	25	13	38

Notes:

Number 1 to 2: The students' opinion of English especially in reading

Number 3 to 5: The students' opinion of using snowball throwing

Number 6 to 8: The students' opinion of the topic of the text

Number 9 to 10: The students' opinion of the teacher's role and the advantages of snowball throwing

After classifying them, the frequency of occurrence of each opinion type is counted to know the proportion of each opinion type; it is calculated using this format:

$$\text{Number of comments of each type} \quad X \ 100\%$$
$$\text{Total Number of students}$$

1. The students' opinion about reading class in Englilsh lesson

Number	A	B
1	60,5 %	39,5 %
2	60,5%	39,5%

2. The students' opinion on the use of snowball throwing

Number	A	B
3	68,4 %	31,6%
4	57,9%	42,1%
5	73,7%	26,3%

3. The students 'opinion   about the topics

Number	A	B
6	65,8%	34,2%
7	68,4%	31,6%
8	60,5%	39,5%

4. The students' opinion about the teacher's role in the snowball throwing

Number	A	B
9	63,1%	36,9%
10	65,8%	34,2%

a. The students' opinion about English lesson

From the table above, it can be seen that, 60,5 % were interested in English, 39,5% students were uninterested in English

In addition from the reading skill, it can be revealed that 60,5% students were interested in reading skill, and 39,5% students were uninterested in reading skill

b. The students' opinion about the snowball throwing technique

Meanwhile during the application of snowball throwing technique,68,4 % of the students were keen on the application of snowball throwing technique, and 31,6% were uninterested on the application snowball throwing in teaching reading

c. The students' opinion about the topics

From the table above, it can be seen that most of the students were very interested in the topics used in the snowball throwing. And 55, 3% of the students also admitted that the topics helped them to be active in the

reading class. In addition most of the students stated that, their friend were also enthusiastic in playing the snowball throwing

d. The students' opinion about the teacher's role in the snowball throwing

Based on the results of students' questionnaire, it can be revealed that the teacher's explanation about the topic was clear, besides the students admitted the material from their teacher was easily understood.

e. The students' opinion about the advantage of snowball throwing

From the table above, the students' states that the snowball throwing gave advantage to the students in learning English especially in teaching reading

C. The difficulties that are found in the teaching of reading

In the application of snowball throwing in teaching reading, the teacher found some difficulties there were:

1. The students' poor concentration when they reading material, they less concentrate in what they read, some of students made a noisy or trouble in the class so that they disturbed other students to give attention to the teacher

2. Some of text, the students have less knowledge of the topic

3. The students' lack in their vocabulary

In reading material there were some vocabularies that were still new for the students. So that the students got difficulty in comprehending the text

D. The result of interview

From the interview with Mr.tyo as an English teacher, the writer concluded that the teacher often used this technique for reading comprehension in the classroom and interested with this technique in reading class. He used this technique to arouse the students' ability to read about the text. Based on his point of view, the big obstacle in teaching reading was the lack of vocabulary. To solve this problem the teacher asked the students to read regularly, make notes about the difficult words, and open the dictionary as frequent as possible. The teacher also explained that there were few constraints faced when applying the technique of snowball throwing. That was too little time provided for doing those jobs, only two hours of lessons (80 minutes) for the subjects of English. Whereas, the number of students are too many (38 Students) in one class so that the condition of the class was noisy and crowded. All questions could not be answered one by one. The teacher also explained that most of the students like about this technique and through this technique most of the students can share their knowledge and more active when they got reading material.

E. Discussion

From the result of the observation in every meeting, the writer got some findings, such as the students' lack of vocabulary. Here, the teacher often translates the difficult word in the text of reading material because the students

have some difficulties in comprehending the text. Those difficulties make the application of snowball throwing in the teaching of reading not maximal enough.

The writer found that the poor   concentration of the student can lead to less attention to the teacher's explanation. In this class, the students don't feel confident with their capability, and some other disturbs the other students who want to pay attention to the teacher's explanation.

In snowball throwing there were some advantages and disadvantages. One of advantages of snowball throwing is students can learn enjoy fully   because by using this technique students are invited to play. This technique can help the student understand more   about the reading text. This technique will also help the students improve their students' knowledge. One of constraints faced when teacher applying snowball throwing in teaching reading is too small time is two hours of lessons (80 minutes) for the subjects of English, as well as the number of students   are too many (38 Students) in one class so that   the condition of the class was noisy and crowded if the teacher could not control it.

CHAPTER V

CONCLUSION AND SUGGESTION

Knowing the result of the study, the writer can conclude that the snowball throwing in teaching reading is carried out well. The conclusions are:

A.   **A. Conclusion**

1. From the result of observation the writer could conclude the snowball throwing to train students to read effectively. They could understand what they read easily. In Implementing snowball throwing , the teacher also used the stage of teaching reading. First, the teacher showed a picture and gave explanation about the topic of the reading text they were going to discuss. She also gave questions that were related to the topic of reading material. It was intended to arouse the students' background knowledge of the content of the text. And the last, the teacher asked the students to did the tasks and exercises related to the text. During the activity happened, the teacher monitored the students reading activity until the end. She gave notice the students' activity any corrects the students mistakes. Moreover, if the students did snowball throwing technique, they have a good opportunity to make their reading comprehension would be better from time to time. Meanwhile in this observation, this technique and the class atmosphere enable the students to practice reading comprehension. The use of snowball throwing technique in a

reading class can facilitator the students to read with comprehension, enrich their vocabulary and make them be motivated and created more in expressing their feeling and ideas in the class.

2. The students' responses towards the use of the snowball throwing technique in teaching reading were good. It was prove by the data of questionnaire that 73,5 % of the students were like on the application of snowball throwing technique Meanwhile when the writer asked about the topics, 68,4% states that the topic was interesting material in reading, In addition it can be revealed that the teacher's explanation about the topic was clear, besides the students admitted the material from their teacher was easily understood. The last about the advantage of ball throwing, 66,8% students states that the snowball throwing gave advantage to the students in learning English especially in teaching reading.

3. In the teaching learning process teachers got the difficulties.

   a. The difficulties that are found in the teaching of reading

      1)   The students' poor concentration when they got reading material

      2)   Some of text, the students have less knowledge of the topic

      3)   The students' lack in their vocabulary

   b. The difficulties in the teaching reading using snowball throwing

      The difficulties in the teaching reading using snowball throwing are too little time of English lesson as well as the number of the class is too many so that all questions can not answered by the students one by one.

B. Suggestion

1. The first suggestion goes to English teacher. Since there is a reading in snowball throwing, the teachers are expected to always motivate their students to read English a lot. The teacher can also tell good stories from some English book, and suggest their students to read those books. It means the teacher try to give the students real experience that reading English is enjoyable and not difficult. If the students face difficulties, the teachers can provide support, such as giving explanation about the difficult words or allowing the students to open their dictionary. The teacher should also be a model for their students. It means that their read English in the class as well. If the students have the concept that reading English is fun in their mind, they perhaps will read English for their own without the instruction of their teachers. For the students are expected to reading some material over and over so that they are accustomed to when they look for some difficult words.

2. In the learning activities teachers are expected to use snowball throwing technique as an alternative to the English subject and to improve students' outcomes activity. Because of these activities are beneficial for both teachers and students it is expected that these activities can be conducted continually in learning English and other lessons.

3. Because of time constrains, Teachers are expected to form small groups where each group consisted of five to six people and are expected to each group makes one question where the question has been approved by the members of

the group. So that the time more effective and efficient when the snowball throwing was applied in teaching reading.

4. In the learning process, the teacher tried to more active in giving direction and explanation when the teacher felt the students did not concentrate with the text and when the students didn't get the answer of the question. Sometimes the teacher also translates the sentences in Indonesia, when it was needed. By giving an explanation about the background of the story it helps the students to comprehend the text. The teacher are also recommended to use various strategies for guessing the meaning of unknown words from the context, by using clues. If the students less about background of knowledge, the teacher asked the students to make a vocabulary games, this is one of way to build their background knowledge in their classroom, besides the teacher also gave questions that were related to the topic of reading material. It was intended to arouse the students' background knowledge of the content of the text.

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