THE USE OF SNOWBALL TECHNIQUE IN IMPROVING READING COMPREHENSION AT THE EIGHTH CLASS STUDENTS OF SMP NEGERI 8 PALOPO
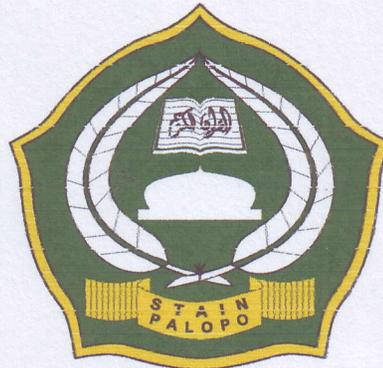
(A Classroom Action Research)

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By

ORIEN
09.16.3.0153

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

THE USE OF SNOWBALL TECHNIQUE IN IMPROVING READING COMPREHENSION AT THE EIGHTH CLASS STUDENTS OF SMP NEGERI 8 PALOPO

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By
ORIEN
09.16.3.0153

Supervised by:

1. Dr. Rustan S., M. Hum.
2. Dr. Jumhariah Djamereng, M. Hum.

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
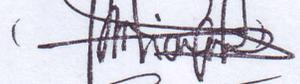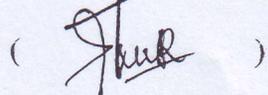## (STAIN) PALOPO
2014

THESIS APPROVAL

This thesis entitled " *The Use of Snowball Technique in Improving Reading Comprehension at the Eighth Class Students of SMP Negeri 8 Palopo* ", which is written by **ORIEN, Reg. Num. 09.16.3.0153**, Student of **English Language Program of S1 Tarbiyah Department of State College for Islamic Studies Palopo**, has been examined and defended in *MUNAQASYAH* session which was carried out on **17th March 2014 M**, coincide with **15 Jumadil Awal 1435 H**, and it was authorized and acceptable as partial fulfillment of requirement for S.Pd degree in English language teaching.

17th March 2014 M.

Palopo, ------------------------------------

15 Jumadil Awal 1435 H.

Committee of Examination
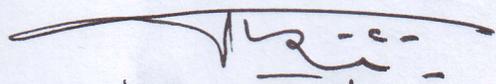
1. Prof. Dr. H. Nihaya M., M. Hum.	Chairman	( )
2. Sukirman Nurdjan, S.S., M.Pd.	Secretary	( )
3. Amalia Yahya, S.E., M.Hum.	Examiner I	( )
4. Amir Faqihuddin, S.Ag., M. Pd.I.	Examiner II	( )
5. Dr. Rustan, S., M. Hum .	Consultant I	( )
6. Dr. Jumharia Djamereng, M. Hum.	Consultant II	( )

Approved by,

The Chief of STAIN Palopo

The Chief of Tarbiyah Department

Prof. Dr. H. Nihaya M., M. Hum.
NIP. 19511231 199803 1 107

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

PRONOUNCEMENT
(PERNYATAAN)

Saya yang bertanda tangan di bawah ini :

N a m a	:	**ORIEN**
NIM	:	09.16.3.0153
Program Studi	:	Tadris Bahasa Inggris
Jurusan	:	Tarbiyah

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Palopo , 3 Februari 2014

Yang Membuat Pernyataan,

ORIEN
NIM. 09.16.3.0153

NOTA DINAS PEMBIMBING

Hal   : Skripsi an. Orien   Palopo, 3 Februari 2014

Lamp   : 6 Eksemplar

Kepada Yth.

Ketua Jurusan Tarbiyah STAIN Palopo

Di

       Palopo

Assalamu 'Alaikum wr. wb.

       Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

       Nama   : Orien

       NIM   : 09.16.3.0153

       Prodi   : Tadris Inggris

       Judul Skripsi : *The Use of Snowball Technique in Improving Reading Comprehension at the Eighth Class Students of SMPN 8 Palopo".*

menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum wr. wb.

Pembimbing I,

Dr. Rustan S., M. Hum.

NIP. 19651231 199203 1 054

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahi Rabbil 'Alamin, First of all, the researcher praises to Allah the Almighty for the blessing and mercy given to me during her study in completing this final project. Shalawat and Salam attended to the great prophet Muhammad saw peace upon him. It would not be possible to produce many work of this kind. Therefore, the researcher would like to express her deepest thanks to:

1. Prof. Dr. H. Nihaya M., M.Hum., as the chief of STAIN Palopo.

2. Prof. Dr. H. Said Mahmud, Lc., M.A. as the chief of STAIN Palopo period 2006-2010.

3. Sukirman Nurdjan, S.S., M.Pd., as the first deputy head of STAIN Palopo.

4. Drs. Hasri, M.A. as the head of Tarbiyah Department of STAIN Palopo.

5. Jufriadi, S.S., M.Pd. as the head of English Study Program and all of the lecturer and staff of STAIN Palopo.

6. Dr. Rustan S., M. Hum as the first consultant and Dr. Jumharia Djamereng., M. Hum., as the second consultant, who have given the researcher guidance, assistance, advice, correction and suggestion to the improvement of this thesis until finish.

7. Special thanks for my beloved parents, Herman dan Hayati for the support, motivation, blessing, provide countless material and always pray for me to be successful.

8. All students of English Study Program especially BIG A, B, and C and all the people who have helped and given participation in finishing this thesis that the writer can not mention them one by one.

9. The Headmaster, Abdul Samad, S.Pd., M.Si, all the teacher and staff of SMPN 8 Palopo that have given the chance to do research at the school.

10. My best friend, Andi Misbah who have been always together in sad and happiness during the period in STAIN Palopo, thank for everything.

Finally, the researcher prays and may Allah SWT give reward to all people who have helped the researcher, and the researcher hopes this thesis can be useful and gives positive contribution for the readers, religion and each step of ours, amien.

Palopo, February 3rd 2014

The Researcher

LIST OF CONTENTS

ABSTRACT

Orien. 2014. The Use of Snowball Technique in Improving Reading Comprehension at the Eighth Class Students of SMP Negeri 8 Palopo. Thesis English Study Program Educational in State College for Islamic Studies. Consultant (1) Rustan S. (2) Jumharia Djamereng.

Key words : Snowball Technique, Reading Comprehension

This thesis was focus on the use of Snowball Technique in improving Reading Comprehension. The problem statement of the research are : 1. "Does snowball technique improve the students' ability in reading comprehension at the eighth class of SMP Negeri 8 Palopo?" and 2. How is the students' perception on snowball technique to improve the students' ability in reading comprehension at the eighth class of SMP Negeri 8 Palopo?

The objectives of this research were to find out whether the snowball technique can improve the students' ability in reading comprehension. And the scope of the research was focused on the appropriate way in implementation of snowball technique to improve reading comprehension and on the students' perception in using snowball technique to improve reading comprehension, weather they like it or dislike. The researcher also restricted to use fables as reading text.

This research was conducted by using classroom action research method, and took place in two cycles. In each cycle, the researcher researched the students improvement in studying reading comprehension which had four steps, they were planning, action, observation and reflection. This research was held in the eighth class of students at SMP Negeri 8 Palopo which consisted of 23 students in it. All the data was analyzed by using percentage formula.

The results of the research were: the researcher found out that using technique snowball in teaching reading can improve the students' reading comprehension. This result based on the students' achievement in test score which there was the improvement from cycle 1 to cycle 2. And some appropriate way in using snowball technique in improving reading comprehension are: 1). Explain the step snowball type in learning process to avoid the crowded of the students. 2) Using the interesting topic or passage to increase the students' interest in learning process. 3) Observing and maintain the students who has problem by giving motivation and solution.

PRONOUNCEMENT
(PERNYATAAN)

Saya yang bertanda tangan di bawah ini :

N a m a	:	**ORIEN**
NIM	:	09.16.3.0153
Program Studi	:	Tadris Bahasa Inggris
Jurusan	:	Tarbiyah

Menyatakan dengan sebenarnya bahwa :

1. Skripsi ini benar-benar merupakan hasil karya sendiri, bukan plagiasi atau duplikasi dari tulisan/karya orang lain tetapi hasil tulisan saya sendiri..

2. Seluruh bagian dari skripsi ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada didalamnya adalah tanggung jawab saya.

Demikianlah pernyataan ini dibuat sebagaimana mestinya. Bilamana di kemudian hari ternyata ada kesalahan, maka saya bersedia diberi sanksi atas pernyataan yang saya buat.

Palopo , 3 Februari 2014

Yang Membuat Pernyataan,

ORIEN
NIM. 09.16.3.0153

CONSULTANT APPROVAL

Thesis Entitled : "The Use Snowball Technique in Improving Reading Comprehension at the Eighth Class Students of SMPN 8 Palopo "

Written By : Orien

Reg. No. : 09.16.3.0153

Study Program : English (S_1)

Has been corrected and approved to be examined.

Palopo, February 3rd , 2014

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Dr. Rustan S., M. Hum
NIP. 165128/1 1999203 1 054

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NIP. 19690108 200212 2 002

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Nama Mahasiswa : Orien
NIM : 09.16.3.0153
Jurusan / Prodi : Tarbiyah / Bahasa Inggris
Judul Skripsi : The Use of SnowBall technique in Improving Reading Comprehension at the Eighth student of SMP Negeri 8 Palopo.
Pembimbing : Dr. Rustan, S., M. Hum.

No.	Hari / Tanggal	Aspek Yang Dikoreksi (Catatan Hasil Koreksi)	Paraf	Ket
7	Kamis 6/2/14	- Correct the topic - Ajust the problem State e Contact		
8.	9.2.14	- Need Prof Reang - Revise abset on discussion		
9.	10.2.14.	Tidak ada tabel discussion (online)		
6	11.2.14	Ok for Sem		

Palopo,   2014

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A.
NIP. 195212310198203 1 036

PEMERINTAH KOTA PALOPO

BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT

(KESBANGPOL & LINMAS)

Jalan K.H.M Hasyim No. 07 Palopo Telp. (0471) 3307432 Fax. 21081

Palopo, 15 Januari 2014

Nomor : 070/62/BKBP & PM/I/2014
Lamp : -
Perihal : *Izin Penelitian*

K e p a d a
Yth. Kepala Sekolah SMP Negeri 8 Palopo
Di,-

P a l o p o

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Kota Palopo Nomor : Sti.16/A/TL.00/99/2014, Tanggal, 14 Januari 2014, perihal tersebut di atas, maka dengan ini disampaikan kepada Saudara bahwa yang tersebut dibawah ini :

Nama : O R I E N
Tempat/Tgl. Lahir : Patokoa, 07 July 1990
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa STAIN Palopo
Jurusan : Tarbiyah / Pendidikan Bahas Inggeris
Alamat : Dusun Patoko - Desa Harapan Kecamatan Walenrang – Kab. Luwu
Hand Phone : + 6282 348 548 067

Bermaksud mengadakan Penelitian di Daerah/Instansi saudara dalam rangka penyusunan Skripsi dengan judul: " THE USE OF RECIPROCAL TEACHING TECHNIQUE IN IMPROVING READING COMPREHENSION THROUGH COOPERATIVE TEACHING LEARNING TYPE SNOWBALL ".

Selama : 2 (dua) minggu tmt 17 s.d. 31 Januari 2014
Pengikut/Peserta : Tidak ada.

Sehubungan dengan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan di maksud dengan ketentuan sebagai berikut :

1. Sebelum dan sesudahnya melaksanakan kegiatan, kepada yang bersangkutan harus melapor kepada Kepala Badan Kesbangpol & Linmas.
2. Izin Penelitian ini tidak menyimpang dari Izin yang diberikan .
3. Mentaati semua Peraturan Perundang-Undangan yang berlaku dan mengikat adat istiadat setempat.
4. Menyerahkan 1 (satu) examplar copy hasil Penelitian Kepada Kepala Badan Kesbangpol & Linmas.
5. Surat Izin akan di cabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-katentuan tersebut di atas.

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AN KEPALA BADAN KESBANGPOL & LINMAS
KA SUBID ORGANIASI DAN PPROFESI,

BUNGA, SE
Pangkat : Pembina
NIP. 19621213 198503 2 136

Tembusan Kepada Yth :
1. Ka. Badan Kesbang Prop. Sul-Sel di Makassar;
2. Walikota Palopo (sbg Laporan) di Palopo;
3. Dan Dim 1403 SWG di Palopo;
4. Kapolresta Palopo di Palopo;
5. Ketua STAIN Palopo;

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NIM   : 09.16.3.0153
Jurusan / Prodi : Tarbiyah / Bahasa Inggris
Judul Skripsi   : The use of Snowball technique in Improving Read Comprehension at the Eighth Student of SMP Negeri 8 Palopo.
Pembimbing I
Pembimbing II   : Dr. Jumharia Ojamereng, M. Hum

NO.	HARI / TANGGAL	ASPEK YANG DIKOREKSI (CATATAN HASIL KOREKSI)	PARAF	KET.
1	Senin, 4 November, 2013	Correctly proposal		
2	Jumat, 15 November, 2013	Correcting		
3	Rabu, 20, November 2013	ACC		

Palopo,   201

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A
NIP. 19521231 198003 1 036

CATATAN HASIL KOREKSI
PEMBIMBING SKRIPSI

Nama Mahasiswa   : ORIEN
NIM   : 09.16.3.0153
Jurusan / Prodi   : Tarbiyah / Bhs. Inggris
Judul Skripsl   : The Use Of Snowball Technique In Improving Reading
                                Comprehension at The Eighth Class Student Of SMP 8 Palop
Pembimbing I   :
Pembimbing II   : Dr. Jumharia Djamereng, M. Hum

| NO.	HARI / TANGGAL	ASPEK YANG DIKOREKSI (CATATAN HASIL KOREKSI)	PARAF	KET.
1	13/2/2014	Ada for Result Seal		

Palopo,   2013

Ketua Jurusan Tarbiyah

Drs. Hasri,M.A
NIP. 19521231 198003 1 036

CATATAN HASIL KOREKSI PEMBIMBING SKRIPSI

Nama Mahasiswa : Orien
NIM : 09.16.3.0153
Jurusan / Prodi : Tarbiyah / Bahasa Inggris
Judul Skripsi : The Use Of Snowball technique in Improving Re~~ Comprehension at the Eighth student Of SMP Nege~~ 8 Palopo.
Pembimbing : Dr. Rustan, S., M. Hum.

No.	Hari / Tanggal	Aspek Yang Dikoreksi (Catatan Hasil Koreksi)	Paraf	Ket
7	Kamis 6/2/14	- Correct the topic - Ajust the problem Stat~ e Content		
8.	9.2.14	- Need. Pref Read~ - Revise based on discussi~		
9.	10.2.14.	Tidak ada tabel discussion (outline)		
6	11.2.14	Ok. for Pref Semr~		

Palopo,   2014

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A.
NIP. 195212310198203 1 036
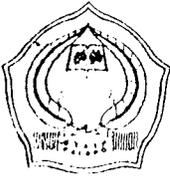
KARTU KONTROL DOSEN PEMBIMBING

Pembimbing I : Dr. Rustan S., M Hum

NIP :

Pembimbing II : Dr. Jumharia Djamereng, M. Hum

NIP :

Judul Skripsi : The use of Snowball technique in improving Reading comprehension at the Eight student of SMP Negeri 8 Palopo.

	Hari / Tanggal	Uraian	Tanda Tangan
1.	7. 09 - 2013	- Kuasai Prosedur Penelitian	
2.	7. 10. 2013	- Perbaiki topik	
		- Tes & check-list observasi	
		- Kuasai Teori	
3.	4/12/13	- Tambah Teori - teori 'Reading yg lain	
4.	11/12/13	- Pelajari cara kerja Snowball.	
5.	18/12/13	- Perbaiki & kuasai Prosedur / Sistematis	
6.	19/12/13	- Tambah Teori yg relevan	

CATATAN HASIL KOREKSI SEMINAR HASIL SKRIPSI

Nama   : Orien

NIM   : 09.16.3.0153

Jurusan / Program Studi : Tarbiyah / Bahasa Inggris

Hari / Tanggal Ujian   : Selasa / 04 Maret 2014

Judul Skripsi   : The Use Of Snowball Technique in Improving Reading Comprehension at The Eighth Class Students Of SMPN 8 Palopo.

Perbaiki sesuai dgn koreksi di skripsi

Palopo, 04 Maret 2014

Penguji

NIP.

CATATAN HASIL KOREKSI SEMINAR HASIL SKRIPSI

Nama : Orien

NIM : 09.16.3.0153

Jurusan / Program Studi : Tarbiyah / Bahasa Inggris

Hari / Tanggal Ujian : Selasa / 04 Maret 2014

Judul Skripsi : The Use Of Snowball Technique in Improving Reading Comprehension at The Eighth Class Students Of SMPN 8 Palopo.

- Perbaiki penulisan ttg CAR dan Metode
  penelitian (termasuk instrument penelitian)
- perbaiki abstrak

Palopo, 04 Maret 2014

Penguji

Amir F.A

NIP.

CATATAN HASIL KOREKSI

Nama   : ORIEN

NIM   : 09.16.3.0153

Jurusan / Program Studi   : Tarbiyah / Bhs. Inggris

Hari / Tanggal Ujian   : Senin 17 Maret 2014

Judul Skripsi   : The Use Of Snowball technique in improving Comprehension at the eighth class students Of SMP Negeri 8 Palopo.

1. Discussion di perluas

2. Conclusion diperbaiki.

3. Abstract must be revised

4. Background issues di perjelas

5. Table of content dikonstruksi bab II nya.

CATATAN HASIL KOREKSI

Nama : ORIEN

NIM : 09·16·3·0153

Jurusan / Program Studi : Tarbiyah / Bhs. Inggris

Hari / Tanggal Ujian : Senin 17 Maret 2014

Judul Skripsi : The Use Of Snowball technique in Improving reading Comprehension at the eight class student Of SMP Negeri 8 Palopo

Tolong discussion perlu di tambahkan Contoh jawaban anak"

Nomor :Sti.16/PP.009/PBIG/ 005 /2014   Palopo, 13 Maret 2014
Lamp. : -
Hal   : *Ujian Skripsi*

Kepada
Yth. Bapak / Ibu Dosen Pembimbing dan Penguji
     di Palopo

Assalamu 'Alaikum War. Wab.
Dengan hormat, sehubungan dengan pelaksanaan Ujian Munaqasyah atas nama:

Saudari   **: Orien**
NIM   **: 09.16.3.0153**
Jur / Prodi   **: Tarbiyah / Bahasa Inggris**

Maka kami memohon kesediaan Bapak / ibu untuk menjadi *Penguji/Pembimbing* pada pelaksanaan ujian munaqasah tersebut. Kegiat an ini Insya allah akan dilaksanakan pada:

Hari / Tanggal   **: Senint, 17 Maret 2014**
Waktu   **: 14.00 WITA**
Tempat   **: Ruang Prodi Bahasa Inggris**

Demikian permohonan ini, atas kesediaan Bapak kami ucapkan terima kasih.

Wassalamu 'Alaikum Wr.Wb.`

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A
NIP.195212311980031036

Surat Keterangan Bebas Mata Kuliah

Nomor   : Sti-16/pp.009/T.Ing/ 056/ 2014

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:
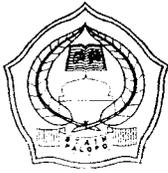
Nama : Orien

Nim   : 09.16.3.0170

telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 12 Februari 2014

Ketua Jurusan Tarbiyah

Drs. Hasri, M.A
NIP 195212311980031036

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALOPO
PROGRAM MATRIKULASI
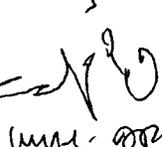*Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo*

SURAT KETERANGAN
Nomor: Sti.16/P/PP.00.9/12/2/2014

Yang bertanda tangan di bawah ini Pengelola Program Matrikulasi STAIN Palopo, menerangkan dengan sebenarnya bahwa :

Nama   : ORIEN
NIM   : 09.16.3.0153
Jurusan   : TARBIYAH
Tahun Akademik   : 2009/2010

Benar telah mengikuti secara aktif perkuliahan Program Matrikulasi STAIN Palopo dan telah mengikuti ujian serta dinyatakan lulus pada semua mata kuliah Program Matrikulasi semester 1 dan 2 Tahun akademik 2009/2010

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 12 FEB 2014
Pengelola Program Matrikulasi,

70 261 2011 01 1 002

Nomor :Sti.16/PP.009/PBIG/ 005 / 2014   Palopo, 25 Februari 2014
Lamp. : -
Hal   : *Ujian Seminar Hasil*

       Kepada
       Yth. Bapak / Ibu Dosen Pembimbing dan Penguji
         di Palopo

Assalamu 'Alaikum War. Wab.
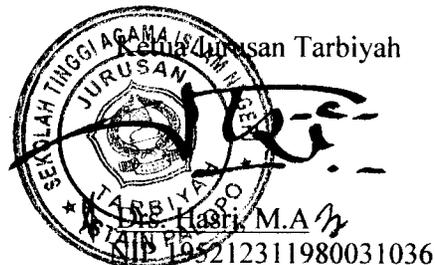Dengan hormat, sehubungan dengan pelaksanaan Seminar Hasil atas nama:

     Saudari   **: Orien**
     NIM   **: 09.16.3.0153**
     Jur / Prodi   **: Tarbiyah / Bahasa Inggris**

Maka kami memohon kesediaan Bapak / ibu untuk menjadi *Penguji/Pembimbing* pada pelaksanaan seminar hasil skripsi tersebut. Kegiatan ini Insya allah akan dilaksanakan pada:

     Hari / Tanggal   **: Selasa, 4 Maret 2014**
     Waktu   **: 15.00 WITA**
     Tempat   **: Ruang Prodi Bahasa Inggris**

Demikian permohonan ini, atas kesediaan Bapak kami ucapkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.`

                          Ketua Jurusan Tarbiyah

                          Drs. Hasri, M.A
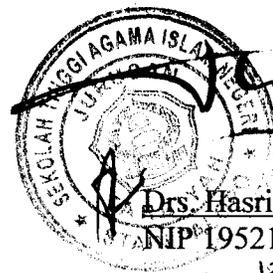   NIP 19521231198003 1036

SURAT KETERANGAN
Nomor: Sti-061/PP.008/T.Ing/o8/ 2014

Yang bertanda tangan di bawah ini Ketua Jurusan Tarbiyah menerangkan bahwa

mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan

dapat dijamin dunia dan akhirat.

Nama	: ORIEN
NIM	: 09.16.3.0153
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Tarbiyah
Alamat/ No. HP	: Walenrang / 082348548067

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan

sebagaimana mestinya.

Palopo, 12. 2 2014
Ketua Jurusan Tarbiyah

Drs. Hasri, M.A
NIP 195212311980031036

ACC 12/2. 14

SURAT KETERANGAN PENELITIAN
NOMOR : 421.3/028/SMP.8/II/2014

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa :

Nama	: **ORIEN**
Tempat / Tgl Lahir	: Patokoa, 7 Juli 1990
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa STAIN Palopo
Jurusan	: Tarbiyah/ Pendidikan Bahasa Inggris
Alamat	: Dsn. Patokoa - Desa Harapan Kec. Walenrang - Kab. Luwu

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 17 s/d 31 Januari 2014 dengan judul **"THE USE OF RECIPROCAL TEACHING TECHNIQUE IN IMPROVING READING COMPREHENSION THROUGH COOPERATIVE TEACHING LEARNING TYPE SNOWBALL".**

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 5 Februari 2014
Kepala Sekolah,

Abdul Zamad, S.Pd., M.Si.
NIP. 19661126 199103 1 005

Nomor :   Palopo, 11 Des 2013
Lamp.   : 1 (Satu) Draft Skripsi
Perihal : Permohonan pengesahan Draft

Kepada Yth.

Bapak Ketua STAIN Palopo

Di -
      Palopo

Assalamu alaikum Wr. Wb.
Dengan Hormat yang bertanda tangan di bawah ini :

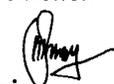|	
Nama	: Orien
NIM	: 09. 16. 3. 0153
Jurusan	: Tarbiyah
Prog. Studi	: Bahasa Inggris
Judul Penelitian	: *The Use Of Reciprocal Teaching Technique In Improving Reading Comprehension Through Cooperative Teaching learning Type snowball At The Eighth Class Students Of SMPN 8 Palopo*

Mengajukan permohonan kepada bapak/ ibu kiranya berkenan mengesahkan draft skripsi yang

termaksud di atas.

Demikian permohonan saya, atas perhatian bapak saya ucapkan terima kasih.

Pembimbing I   Pemohon
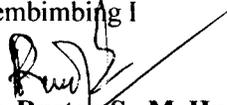
Dr. Rustan S., M. Hum   **Orien**
NIP 1965 1231 1999203 1 054   NIM 09.16.3.0153

Pembimbing II   Ketua Jurusan Tarbiyah
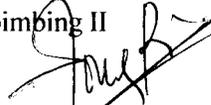
Dr. Jumharia Djamereng., M. Hum   **Drs. Hasri, M.A**
NIP 196900108 200212 2 000   NIP. 19521231 198003 1 036

Mengetahui,
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Wakil Ketua Bidang Akademik
dan Kelembagaan
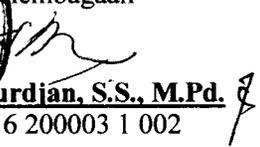
Sukirman Nurdjan, S.S., M.Pd.
NIP. 196705 16 200003 1 002

CHAPTER I

INTRODUCTION

A. Background

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspect and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language.

As foreign language, English is difficult to learn. There are many skills in English language, such as listening, speaking, reading and writing. Reading receives a special focus. There are number of reasons for this. Learning English language text, it means the study of meaning of word and sentences.

Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. In other word, students have to read English material for their subject. They could be easier to obtain information from written text if they have a good ability in reading well.

When reading a passage some people only read but they do not how to comprehend. Reading needs more comprehension. To comprehend, a reader must

have a wide range of capacities and abilities. These include cognitive capacities, motivation, and various knowledges. Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

In Indonesia, some English teachers still use traditional or conventional method to teach reading, such as reading text one by one, or answer some question after reading text without more explanation. Conventional method usually makes students are bored because the method is monotonous and they are not active so it makes the learners get bored. One of the ways to make teaching reading is effective is making students engage actively in the class. They will enjoy learning and improve their reading skill. Reading can be fun activity strategy or technique is applied in reading.

Reading does not occur in a silent class, it needs more activity. It is done for a purpose, to achieve some aims we need technique in reading to achieve reading goals. Technique can be an activity in reading. Learning to read is not same as learning to write. Good reading texts also provide good models for writing. It means students should get something which makes them interested in studying reading.

To achieve the expected situation, teacher should give the students more activities that can attract their attention to participate in the lesson actively. Teacher should make students to be a good reader. Fluent readers recognize and get meaning

from word they see in passage, and use their knowledge of the structure of the language to begin forming a mental nation of the topic. They need teaching method, teaching methods are the mean by which the teachers attempt to bring about the desired learning.

Basically, method in teaching concerns the way teachers organize and use technique or strategy of teaching, subject matter, teaching tools, teaching material and teaching procedure, that will achieve these objective, carrying out the procedures, evaluating the success of the learning activities and following up the success and failure.

Reading is skill which highly valued by students and teacher alike. Students almost get texts in the learning process. The text can be difficult or easy, depending on factor inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. The text in reading material can be articles, advertisement, folktales, myth, legend, hero tales, or short stories that we can find easily in newspaper or magazine.

Snowball is a variation of the "buzz group" where students are asked to form small groups to exchange ideas or address a set question or to clarify understandings, identify misunderstandings and so forth. Students either start with an individual task (e.g. reflection) or in pairs to share initial ideas.

This technique enables pupils to think about their own responses to issues and gradually begin a collaboration process with those around them to consider their thoughts on the same theme. It is a useful way of encouraging less vocal pupils to

share ideas initially in pairs and then in larger groups. It also ensures that everyone's views on an issue may be represented and allows a whole class consensus to be arrived at without a whole class discussion

In SMP Negeri 8 Palopo, especially in eighth class, the reading ability of the students is still poor whereas the reading ability in this stage will be very useful for them to continue their study to the next grade or even university. So, reading comprehension ability is the influential skill that is needed to be improved in to a better step.

Based on the reasons above, the researcher wants to conduct a classroom action research entitled: ***The Use of Snowball Technique in Improving the Students' Ability in Reading Comprehension at the Eighth Class of SMP Negeri 8 Palopo.***

B. Problem Statements

Based on the background above, the writer formulates the research question, as follows:

1. "Does snowball technique improve the students' ability in reading comprehension at the eighth class of SMP Negeri 8 Palopo?"

2. How is the students' perception on snowball technique to improve the students' ability in reading comprehension at the eighth class of SMP Negeri 8 Palopo?

C. Objective of the Research

The objective of the research:

1. To find out whether or not the snowball technique can improve the students' ability in reading comprehension at the eighth class of SMP Negeri 8 Palopo.

2. To find out the students perception on snowball technique in improving reading comprehension.

D. Significance of the Research

The result of this study is expected to be useful theoretically and practically:

1. Theoretically, the result of research is expected to give contribution in teaching language, particular in the way of reading comprehension. It is also hoped to be used for other researcher who wants to investigate this problem deeper.

2. Practically, the result of this research is expected to be used for the English teacher in particular and all students generally.

E. Scope of the Research

This research focused on the appropriate way in implementation of snowball technique to improve reading comprehension. The researcher conducted the research at the eighth class. It focused on the students' perception in using snowball technique to improve reading comprehension, weather they like it or dislike. The researcher also restricted to use fables as reading text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

1. Judith Bennet in her research titled: The Research Evidence on the Use of Small Group Discussion in Science Teaching stated that the small group interaction, such us snowball brings the good evidence that groups function better when the stimulus used to promote discussion involves the diversity of views within a group. It also improves the students' understanding with different member of group .[1]

2. Umu Azizah in her thesis titled: Efektivitas Model Pembelajaran Inquiry Tipe Pictorial Riddle dilengkapi dengan Metode Snowball dalam Pembelajaran Matematika terhadap Pemahaman Konsep dan Motivasi Belajar Siswa Kelas VIII MTsn Lab UIN Yogyakarta concluded that the students' motivation in learning by using snowball drilling method is higher than the expository method to the comprehension of concept and material in the VIII class of students MTsN LAB UIN Yogyakarta.[2]

    Both results of research above presented the advantages of snowball technique as a small group type to encourage the students' motivation and improve the

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[1] Judith Bennet, *The Research Evidence on the Use of Small Group Discussion in Science Teaching.pdf*. Department of Educational Studies, The University of York, UK, 2007.

[2] Umu Azizah *Efektivitas Model Pembelajaran Inquiry Tipe Pictorial Riddle dilengkapi dengan Metode Snowball dalam Pembelajaran Matematika terhadap Pemahaman Konsep dan Motivasi Belajar Siswa Kelas VIII MTsn Lab UIN Yogyakarta* Skripsi thesis, Perpustakaan UIN Sunan Kalijaga, 2012.

understanding by delivering ideas and knowledge with different member of group. It also proves if snowball technique can be used in classroom with diversity of views.

A. *General Concepts of Reading*

1. Definition of Reading

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. According to Harmer in The Practice of English Language Testing "Reading is an exercise dominated by the eyes and the brain".[3]

Specifically, Nunan in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)". [4]

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards reading perceives a written text in order to understand its context.[5]

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[3] Jeremy Harmer, *The Practice of English Language Teaching.*(New York : Longman Inc, 1990), p. 132.

[4] David Nunan, *Language Teaching Methodology.* (New York: Prentice Hall), p. 77.

[5] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127.

However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English.

The National Council of Teacher of English (NCTE) Commission on Reading states: "Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning.[6]

Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime."

One of the goals reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.[7] Noah Webster defines comprehension is the act of or capacity for understanding.[8] So the result of

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[6] *National Council of Teachers of English Commission on Reading (April 2004) on Reading,* Learning to Read, and effective reading instructions: *An overview what we know and how we know it.* http:// www.ntce.org//about/over/poition/category/read/118620.htm

[7] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics.*, p 54.

[8] Noah Webster, *Webster's 20th Century Dictionary of the English Language,* (US: William Collins Publisher, 1980), p. 374.

what we read is comprehension. A good reader will get comprehension when they read. To get comprehension we have to know some types of comprehension.

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved.

They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open 15 a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

It is necessary for the students of Senior High School to master reading comprehension. Cooper stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a

reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.[9]

According to Singer reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension.[10]

This idea also supported by Parera in Kahayanto , he states as follows:

> *"Comprehending is paying attention on written text to understand the content. This process is done by reading silently in the heart. The result of this understanding is called reading comprehension. That is the way how to do comprehending".* [11]

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

a. Skimming

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[9] Cooper, J. D. *Improving Reading Comprehension.* (Boston: Houghtonmiffin Company, 1986), p. 60.

[10] Singer. *Theoretical Models and Process of Reading.* (Barkcley: University, 1985), p 105.

[11] Kahayanto. E. 2005. *A Comparative Study on Students' Achievement in Reading I of the Education Study Program of Palangkaraya University who Entered Through PSB and SPMB in Academic Year 2003/2004.* Unpublished Thesis. Palangka Raya: The Faculty of Teacher Training and Education University of Palangka Raya.

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail. This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully.

Moreover, Yorkey defines that there are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material.[12] Azies & Alwasilah said "The activity of skimming involves reading process, even though with the more speed than any other reading activity".[13]

Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

b. Scanning

Scanning is quickly reading to find the specific information Brown stated that, scanning is quickly searching for some particular piece or pieces of information in a text.

By scanning, a reader mean glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose", Nuttall in Kahayanto.

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[12] Yorkey, R.C. 1982. *Study Skills for Students of English.* (Vermont: McGraw-Hill, 1982), p. 32.

[13] Azies & Alwasilah. 1996. *Pengajaran Bahasa Komunikatif.* (Bandung: PT. Remaja Rosdakarya Group, 1996), p. 65.

When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she will find such information needed from the text.

Reading is active process in which reader shift between source of information (what they know and what the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), and use the social context to focus their response. Next reading is creativity, meaning that the creativity reader brings to the material skill of comparison and synthesis the ability to use new relationship and arrive at definitely conclusion.

Since communicative courses focuses on message rather then the from, the reading skill is redefined to focus on the purpose of reading. Hodgson in Nuryanti stated the reading is process and also utilized by reader to get message word media/ language write. From linguistic facet, reading is recoding and decoding process.

Comprehension has some types, they are:[14]

a. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in passage.

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[14]Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics.*, p.

b. Inferential comprehension: Reading in order to find information which is not explicitly stated in passage, using the reader's experience and intuition, and by inferring.

c. Critical/ evaluative comprehension: Reading in order to compare information in a passage with the reader's own knowledge and value.

d. Appreciative comprehension: Reading in order to gain an emotional or other kind of valued response from passage.

While Balton Smith defines types of comprehension in some points, they are; literal comprehension, interpretation comprehension, critical comprehension and application what we read.[15] Based on two statements above we can make some points of types of comprehension.

They were; literal that has characteristic to get directly the meaning of text, interpersonal and interpretation has same characteristic that is to make conclusion about text using readers' knowledge. The third is critical comprehension. It has characteristic to evaluate about the accuracy of text. The last is appreciative and application which has the goals to get feeling after readers read.

Paragraphs above define the definitions of reading and comprehension. We can combine into briefly definition about reading comprehension. Reading comprehension is a set of generalized knowledge acquisition skill, which permits

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[15] Balton Smith, Nila and Robinson , *Reading for a Instruction for today's children edition*, (New York: Eaglewood Cliffs Prentice Hall Inc, 1980), p. 12

people to acquire and exhibit information gained as consequence of reading printed language.[16]

Janette K. Klinger, et.al, defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.[17] It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts.

Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques or strategies Good readers recognize and get meaning from word they see in print, and use their knowledge of the structure of the language to begin forming a mental nation of the topic.

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

Reading is regarded as one of English skills that need reader's interpretation from text. In this sense, Nuttal viewed that reading essentially focuses on meaning especially delivering meaning from writer to reader.[18] It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text.

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[16] AJ Harris, *How to Increase Reading Ability* (New York: Longman Inc, !980) p, 21.

[17] Janette K. Klinger, Sharon Vaugh, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), p.2.

[18] Christine Nuttal, *Teaching Reading Skill.* (London: Macmillan Publisher, 2005), p. 3.

That assumption is in line with Zamelman, Daniels, and Hayde who define that"….*the essence of reading is a transaction between the words of an aouthor and the mind of a reader, during which meaning is constructed*".[19] Those explanation above showed that reading activity makes the reader's mind active to get the gist from text.

Moreover, according to Aebersold and Field claimed that "learning to read starts by exploring what happens when readers read, that it is, when they conscious pay close attention to, think about the elements in, or identify the interaction taking place in the reading process".

Other researchers, Alderson and Bachman assumed that the nature of reading separated into two, those are the process of reading and the result of that process, named product. Thus, in other words, their perspective about reading activity is divided into two, the process of reading, and the product of reading. In addition, they explained that "during the reading process, not only looking at print, deciphering in some sense the marks on the page 'deciding' what they mean and how they relate to each other.

It means that while the process of reading takes place, reader could reach many speculations in their mind about the written text that they read. Meanwhile the term product, they added that the products mean the understanding of particular text the

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[19] Pamela J. Parris, et.al, *Teaching Reading a Balance Approach for Today's Classrooms,* (New York: The Mc Graw-Hill Company, 2004), p. 320.

reader to reach it, to put it another way. Based on the statements above, it is clear that reading is a skill that needs an understanding for making meaning with text.

Furthermore, concerning about understanding in reading, Paris and Hamilton stated that "reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction. [20] Thus, comprehension means the series of action concurrently putting and building sense by using interaction and participation with the written text. It is in line with Smith and Robinson who stated that "reading comprehension means the understanding evaluating, and utilizing and ideas gained through and interaction between reader and author. Here, the reading comprehension involves mental operations applied by the reader.

Another explanation that reading comprehension is the main function in which people can communicate through a text, as Parris and Hamilton explained that: "Understanding the meaning of the printed words and text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gestures, and create and share ideas. Without comprehension, reading words is reduced to mimicking the sound of language,

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[20] Jo Ann Aebersold and Mary Lee Field, *From Reader to ReadingTeacher,* (Cambridge: Cambridge University Press, 1997), p. 95.

repeating text is nothing more than memorization and oral drill and writing letter and character is simply copying or scribbling.[21]

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential the comprehension ro decode the text.

Furthermore, Aebersold stated "to become better reader, students need to become aware of how they are reading and what they could do to improve comprehension. This notion means, reader has to realize about what the topic as they read comprehensively. Understanding the meaning is also related to conceive the background knowledge initially. Where Farris pointed out that activating prior knowledge is a basic for building comprehension. That is why, the reader does not only understand about the text but also he or she activates the background knowledge. It is in line with Anderson who claimed "activation background knowledge is essential to successful to reading comprehension process. Based on Anderson's viewed, to read a text comprehensively needs understanding from reader's background knowledge to support the perception of reading text.

Concerning about the comprehension and background knowledge, Anderson also wrote in his book: " Eskey stated that comprehension is always directed and controlled by the needs and purpose of an individual and crucially depends on that individual's…background knowledge. He further states that reading comprehension

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[21] Scott G. Paris and Ellen E. Hamilton, "The Development of Childrens' Reading Comprehension" in Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension,* (New York: Taylor and Francis Group, 2009), p. 32.

is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read."[22]

In this sense, Faris illustrated that background knowledge is the component in reader's mind to anticipate about the upcoming text will tell about. Based on the explanation, reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer's purpose.

The explanation above describes the role of comprehension when reading a text that could express and create many ideas. In other words, it explains how essential the comprehension to decode the text.

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

In the sum up, reading comprehension is the process to grasp meaning of the text from writer that involves experiences and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading

2. Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as

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[22] Neil J. Anderson, *Exploring Second Language Reading Issues and Strategies*, (Provo: Heinle and Heinle Publisher, 1999), p. 38.

activities that are different with other skills. The definition of each type is defined as follows:

a. Intensive Reading

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, theoretical relationships, and the like. He draws an analogy to intensive reading as a"zoom lens" strategy.[23]

Intensive Reading, sometimes called "Narrow Reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of" Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.

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[23] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy. p.* 312

Intensive reading has several characteristic. It makes intensive reading different with extensive reading. The characteristic of intensive reading is stated below:[24]

1) Usually classroom based

2) Reader is intensely involved in looking inside the text

3) Students focus on linguistic or semantic details of a reading

4) Students focus on surface structure details such as grammar and discourse markers

5) Students identify key vocabulary

6) Students may draw pictures to aid them (such as in problem solving)

7) Texts are read carefully and thoroughly, again and again

8) Aim is to build more language knowledge rather than simply practice the skill of reading

According to explanations above, we can conclude that intensive reading has limitation in doing it. The limitations are time, word/ phrase and meaning consensus. We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.[25]

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[24] http://nflrc.hawaii.edu/rfl/October2002/day/day.html.18-03-2013.

[25] Jeremy Harmer, *The Practice English Language Teaching,*. p, 166.

b. Extensive Reading

Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.).[26] [21] The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive.

Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford put forward ten characteristics identified in successful Extensive Reading Programs. They are duplicated (in abbreviated form) below:[27]

1) Students read as much as possible.

2) A variety of materials on a range of topics is available.

3) Students select what they want to read.

4) The purposes of reading are usually related to pleasure, information and general understanding.

5) Reading is its own reward.

6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

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[26] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy.* p, 313.

[27] Day, R.R. & Bamford, J.(2002) "Top Ten Principles for Teaching Extensive Reading", *Reading in a Foreign Language* ,Vol.14, No. 2. http://nflrc.hawaii.edu/rfl/October2002/day/day.html 18-03-2013

7) Reading is individual and silent.

8) Reading speed is usually faster than slower.

9) Teachers orient students to the goals of the program.

10) The teacher is a role model of a reader for the students.

In this type students can take the form of original fiction and nonfiction books as well as simplifications of established works of literature.

Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

In short, the reader has to decide whether she/he wants to read as her/his attention on the meaning of the text of learning the language feature of the text. Thus, it makes the reader focus on the process of reading. Moreover, making interpretation a text, the reader has to understand various text type.

3. The Objectives of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels.

But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so.

Garret said that there are two main reasons for reading, they are reading for pleasure and reading for information (to find out something or in order to do something with the information you got).[28] Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means that the reader look for information that has been expected previously.

In addition, the purposes of reading according to Grabe and Stoller, it has been classified on to four purposes, they are:

a. Reading to search for simple information and reading to skim

b. It is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

c. Reading to learn from text

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[28] Francois Gellet, *Developing Reading Skills,* (Cambridge: Cambridge University Press, 1981), p. 4.

d. It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

e. Reading to integrate information, write and critique text

f. This skill needs critical evaluation where the readers integrate and decide the information that she/he wants. Then, it involves abilities such as composing selecting, and making critique from the material.

g. Reading for general comprehension

h. It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.[29]

According to Paul S. Anderson there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.

a. Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problem statement.

c. Reading for sequence of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer meant by its story.

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[29] William Grabe and Fredica L. Stoller, *Teaching and Researching Reading*, (Essex: Pearson Education, 2002), p. 13.

e. Reading for classifying is reading to find unusual things.

f. Reading for evaluating is reading to know the value of the story.

g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aim of reading is:

a. Reading for pleasure

b. Reading for information (in order to find out something or in order to do something with the information you get).

Meanwhile Lester and Allice Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

a. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.

b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

Every action has purpose in doing it. Reading has several purpose or aim when it is done. According to Grabe W, he defines the objectives of reading into several points, they are as follows:

a. Reading to search information

b. Reading to skim quickly

c. Reading to learn (from text)

d. Reading to write (or search information needed for writing)

e. Reading to analyze the text

f. Reading for general information[30]

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above is reason why getting students to read. In Senior High School, English text is an important part of teacher's job.[31] Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

Briefly, the objective of the reading are varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

4. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown states in his book about strategies for reading comprehension. They are stated below:

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[30] Grabe W. Stoller, *Teaching and Researching Reading*, (London: Longman Press,), p.

[31] Jeremy Harmer, *How to Teach English,*(England: Pearson Education, 1998)., p. 68

a. Identify the purpose in reading

b. Use graphemic rules and patterns to aid in bottom-up decoding

c. Use efficient silent reading techniques for relatively rapid comprehension

d. Skim the text for main ideas

e. Scan the text for specific information

f. Use semantic mapping or clustering

g. Guess when you are certain

h. Analyze vocabulary

i. Distinguish between literal and implied meaning

j. Capitalize on discourse markers to process relationship[32]

    While in other books, Alice defines reading techniques in different step. The techniques are stated below:

a. Pre-teaching or preparation stage

b. Skimming or scanning stages

c. Decoding or intensive reading stages

d. Comprehension stage

e. Transferable or integrating skills[33]

    We can conclude based on two statements above that reading technique can divide into some points. The main points is skimming and scanning. Skimming is

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[32] H. Brown Douglass, *Teaching by Principles An Interactive Approach to Language Pedagogy.*, p. 306

[33] Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Henlei & Henlei Publisher, 1989), p. 153.

quickly running one's eyes over the text to get the gist.[34] Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas.

Skimming is used when reading some general question in mind. Skimming is used in making decisions on how to approach a text such as when determining if a careful reading is deserved. Skimming is also used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text.

Scanning has different definition from skimming. Scanning is quickly searching for some particular piece of information in the text.[35] Skimming is focused on locating specific information. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required.

The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

A proficient reader must coordinate a number of skills. He must read rapidly as well as with a through understanding of the subject matters. Followings are step of reading according to Wiyacharta in Afzalurrakhman:, namely: skimming is the skill

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[34] *Ibid.* p.151

[35] H. Brown Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. p, 308

to read quickly and selectively in order to obtain a general idea of the material. There are them methods of skimming:

a. Preview

By the preview the students can find out the book or articles that written by the authors in a certain field whether the authors have their own format of writing.

b. Overview

Overview is a reading activity to find out sections that they are ability.

c. Survey

Trough a survey the students will get general idea of that material contains; skimming is the skills that help the students read quickly and selectively in order to obtain a general idea of the materials.

d. Pre reading activity

By conduction pre reading activity, we can help students to relate their knowledge to the text they are going to read. there are two kinds of important. Knowledge involved in reading, knowledge of the language and knowledge of the text.

e. While reading activity

To lead students to read more effectively, it is advisable for the teacher to facilitate students with questions before the read.

f. Post activity (follow up activity)

Careful planned follow up activities can add fun enjoyment to a reading lesson.

5. Cognitive Factors in Reading

According to Harris and Sipay there are several cognitive factors in reading such as perception, attention, memory, and cognitive style.

a.   Perception

Perception starts with the stimulation of sense organs such as the eyes and ears, but it is far more than simple sensing. In perceiving, the brain selects, groups, organizes, and sequences the sensory data so that people perceive meaningful experiences that can lead to appropriate responses. Among the important characteristics of perception, several seem to have particular relevance for reading, such as follows:

b.   Figure and Ground

Normally, one major unit or group of units is perceived clearly against a background that is more vaguely perceived.

c.   Closure

The abilities to get the correct meaning of a sentence in which not all the words are recognized, and to pronounce a word correctly when some letters are blotted out, are examples of closure.

d.   Sequence

In reading, all the stimuli are on the page and sequence is imposed by the reader.

Learning

Perception becomes meaningful units as they become associated with learned concepts and their verbal labels.

c.   Set

One's immediate mind set provides an anticipation of what is likely to come that is helpful when the anticipation is correct, but leads to errors when the anticipation is incorrect.

d.   Discrimination

The abilities to analyze a whole perception into its parts, and to synthesize the parts correctly are basic to success in visual and auditory discrimination of words.

b. Memory

Psychologists distinguish between iconic memory, the fraction of a second that a sensory impression lasts before it fades out. Short term memory, which lasts a view second and long term memory. A distinction is also made rote memory, in which the material may be without structure (as in a sequence of digits), and memory for meaningful material.

c.   Attention

According to Harris and Sipay attention based on the cognitive is the ability to attend and concentrate is basic to efficiency in perception, learning, and memory. Related to this study, it means the person can maintain focus on particular stimuli and disregard or suppress other stimulation that reaches him at the same time, thus

maintaining a stable figure in the focus of attention, against a non interfering background.

d.   Cognitive Style

Cognitive style refers to the tendency to prefer certain ways of handling cognitive tasks to other ways. The preferred may be a relatively strong aptitude or a fairly consistent behavioral tendency. Some explorations of cognitive style seem relevant to the understanding of reading disabilities.

6. The Advantages of Reading

When people read a news paper, story, or take part in a conversation directly they improve their knowledge. According to Harmer a large amount of reading takes places because it will help us to achieve some clear aims, then another kind of reading takes places for pleasure.[36]

Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to:

a.   Improve their vocabulary

b.   Increase their reading speed

c.   Improve their comprehension

d.   Improve their writing

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[36] J. Hammer, *How to Teach English.*, p. 200

e. Gain more knowledge

f. Find the examples of many different ways people speak and write.[37]

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them. The advantages for students stated below:

a. Reading helps you to learn how to think in English

b. Reading can enlarge your English vocabulary

c. Reading can help you to improve your writing

d. Through reading may be it is good way to practice your English although you live in non-English spoken country

e. Reading is good way to find out about new ideas and facts.[38]

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in teaching learning. Students feel boring because they do not know their aims when they read "what we read and how we read it".

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence,

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[37] Mikulecky SB and Jeffries L, Power *Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster,* (New York: Pearson Group, 1990), 2nd Ed., p. 06

[38] *Ibid.,* p. 10.

ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them.

7. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.[39]

During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

a. Reading is not passive skill

b. Students need to be engaged with hat they are reading

c. Student should to be encouraged to respond to the content of a reading text, not just to the language

d. Prediction is major factor in reading

e. Match the task to the topic

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[39] Jack C. Richards , *Approaches and Methods in Language Teaching* ,207

f. Good teacher exploit reading texts to the full.[40]

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

a. The reader who is doing the comprehending

b. The text that is to be comprehend

c. The activity in which comprehension is a part.

B. Theories of Snowball Technique

1. Definitions of Snowball Technique

Snowball is a variation of the "buzz group" where students are asked to form small groups to exchange ideas or address a set question or to clarify understandings, identify misunderstandings and so forth. Students either start with an individual task (e.g. reflection) or in pairs to share initial ideas. [41]

This pair then joins another pair to form a foursome where students start to look for patterns, trends, and points of consensus or disagreement. It is possible to develop

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[40] Jeremy Harmer, *How to Teach English*, (England: Longman, 2007),p. 122.

[41] Dillenbourg P. *What do you mean by collaborative learning?*. In P. Dillenbourg (Ed). Collaborative-learning: Cognitive and Computational Approaches. (1-19). Oxford: Elsevier. 1999.

further by forming groups of eight who then begin to develop principles or guidelines or action plans.

This technique enables pupils to think about their own responses to issues and gradually begin a collaboration process with those around them to consider their thoughts on the same theme. It is a useful way of encouraging less vocal pupils to share ideas initially in pairs and then in larger groups. It also ensures that everyone's views on an issue may be represented and allows a whole class consensus to be arrived at without a whole class discussion.

Students begin this activity by responding to questions or issues as individuals. They then create progressively larger dialogic groups by doubling the size of these every few minutes until by the end of the activity everyone is reconvened in the large group. At each stage as students move from pairs to quartets, quartets to octets they recap the chief point of difference, or the chief question that emerged, in their previous round of conversation.[42]

This exercise gets a lot of people talking to one another, while retaining much of the value of small groups. It also contributes a festive quality to the class. People mill about excitedly and greet each other warmly as they meet in new configurations. On the other hand, snowballing can sometimes have a frenetic, disjointed feel.

2. The Steps of Snowball Technique in Practice

Here below are some steps to apply snowball in teaching process:

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[42] Stephen Brookfield, *Discussion As A Way of Teaching.*, 2006. Retreieved on www.stephenbrookfield.com. Accessed on 13th December 2013.

c. "After about 1 minute of solitary thought join with one other person to continue the dialogue. After about five minutes you and your partner should join another pair to form a group of four. As the two pairs merge, each pair should recap the chief difference that emerged, or a question they raised, in their conversation".

d. "The quartets will continue the discussion for another 10 minutes and then they will merge with other quartets to create octets - groups of 8. As the two quartets merge, each quartet recaps the chief difference that emerged, or a question they raised, in their conversation".

e. "The discussion proceeds for 20 minutes this time and continues in 20 minute intervals until the whole class is brought together at the end of the session".[44]

Discussion occurs in groups that regularly double in size. In a typical example, each student will individually perform a written task. Students will then compare notes on the task in pairs. In fours, each pair will introduce each others' work. The findings of the group of four will then be built upon by a group of eight whose task is to develop more general principles.

Some practical steps can be applied in teaching by using snowball type are:

1. Prepare well and in detail.

2. Select a simple activity and build to a four to start with.

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[44] Stephen Brookfield, *Discussion As A Way of Teaching.*, 2006. Retreieved on www.stephenbrookfield.com. Accessed on 13th December 2013.

3. Plan each question carefully. As a rule of thumb, have: a recall task for individuals; a comparison task with some decision for pairs; a decision-making task, with discussion for fours or eights and an opportunity to feed back.

4. Make sure the seating arrangements allow for pairs and fours to form easily.

5. Give tight time guidelines and stick to them.

CHAPTER III

METHOD OF THE RESEARCH

A. Type of Research

The principal of this research is working of *classroom action research* (CAR). Stephen Kemmis, action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. In education, action research has been employed in school-based curriculum development, professional development, school improvement programs, and systems planning and policy development.[1]

Cohen & Manion argue that characteristics action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context. They also identify collaboration as an important feature of this type of research, and they state that the aim of action research is to improve the current state of affairs within the educational context in which the research is being carried out.[2]

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[1] Prof. Dr. H. M. Djunaidi Ghony, *Penelitian Tindakan* Kelas (UIN-Malang, 2008), p.7.

[2] David Nunan and Kathleen M Bailey, *Exploring Second Language Classroom Research, A Comphensive Guide,* (Canada, 2009), p.249.

There are several significant payoffs for teachers who carry out action research investigations in their classrooms. In the first place, the research is centered on real problems, puzzles, or challenges teacher face in their daily work. It can therefore carry immediate benefits and tangible improvements to practice. Secondly, it can lead teachers to see connections between 'mainstream' theory and research and their own practice. Third, by increasing the teacher's control over and active involvement in his or her immediate professional context, it can empower the teacher.[3]

According to Cohen Manion in Ambo Aco the functions of classroom action research, namely:

a. A tool to overcome the problems that were diagnosed in the classroom learning situation,

b. Means in office training, equipping teachers with the skill and new methods and encourage the emergence of self-awareness, especially through peer teaching,

c. Tools to incorporate into the existing system an additional or innovative theories,

d. A tool for improving communication is usually worse among teachers and researchers,

e. Tool to provide alternatives to theories that subjective, impressionistic toward problem solving class.[4]

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[3] *Ibid.* p.228.

[4] Ambo Aco, *Using Development Appropriate Practice Theory to Improve Descriptive Writing of the First Year Student of SMA Neg. 1 Majauleng Wajo,* (UIN Makassar, 2010), p. 19.

The researcher conducts *Classroom Action Research* (CAR). It is a research conducted by the teacher who wants to make their students mastering the materials. The main purpose of *Classroom Action Research* is to identify and to solve the students' problem in the class.

The models of Classroom Action Research (CAR) are:

a. Kurt Lewin model

Lewin Model is The first CAR model that was introduced in 1946. Lewin described that procedure of *Classroom Action Research* consist into four steps, namely (1) planning; (2) acting; (3) observing; and (4) reflecting.

b. Spiral Model by Kemmis and mcTaggart

Kemmis and Taggard described the model or procedure of Classroom Action Research into three steps, namely: (1) planning; (2) acting and observing; and (3) reflecting.

c. Hopkins Model

Hopkins described this method start from: 1) the first thinking of research, 2) reconnaissance, 3) the planning of entirety, 4) action, and 5) observation.[5]

This research will use Kurt Lewin model contains of four stages, namely: planning, acting, observing, and reflecting.[6]

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[5] Prof. Dr. H. Tukiran Taniredja, et.al., *Penelitian Tindakan Kelas, Untuk Pengembangan Profesi Guru Praktik, Praktis, dan Mudah*, (Bandung, 2010), p.23.

[6] *Ibid*, p.23.

This action class research aims to improve the students' achievement by applying snowball technique in learning process as the development of teacher's skill in teaching.

Steps of the class action research can be seen in this picture :
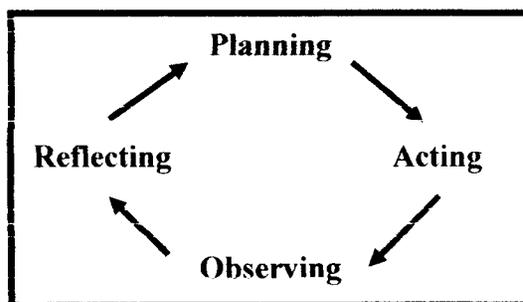
Picture 1. Action Research Process
(Model Kurt Lewin)

For more detail information of the research design of this research, the explanations are as below:

a. Planning

In this step, the researcher prepares what have to do in action step. She prepares all of the instruments to get valid data. Such as pre-test, the first cycle test, the second cycle test, guidelines of observation and material of learning, and lesson plan.

b. Acting and Observing

In this step, the researcher gives action with students by teaching in classroom and collaborator do observing.

c. Evaluating and Reflecting

In this step, the researcher analyze the weakness that researcher has got in observing. After analyzing the weakness, looks for the problems solving for the weakness. In this step also, researcher has to think what the researcher have to do in the next step.

B. The Position of the Researcher in the Research

In this research, the researcher was an instructor as a teacher collaborator during the teaching process goes on. The aim was to assess the teaching method that was given by researcher as a reference for the next cycle. And the contrary the researcher was collaborator whereas the collaborator was an instructor and it was done to evaluate how far the teacher understands to apply a method in the class.

C. Research Participants

The participants of research are:

1. English teacher

English teacher was a collaboration of the researcher in research, where the English teacher did observation when the researcher teaches in class and as a evaluator.

2. Students

The position of students in this research was as object of research, where the researcher hoped after researching the students could improve their reading.

3. Collaborator

The collaborator was partner of the researcher and to help the research process.

D. The Procedures of the Research

This research was conducted by using *Classroom Action Research* method (CAR). this research was held around two cycles. Each cycle consisted of two meetings. There were four step that was done before did classroom action research, such as: identifying issue or problem, analyzing and interpreting data, planning, and take action.

1. Planning

a. The teacher extended to the Headmaster of the school about the classroom action research.

b. Made lesson planning based on the curriculum and purpose of the research, and arranged material of lesson planning and it should based on the application of using snowball technique to improve reading comprehension.

c. Made the observation paper for observe the condition of learning process.

d. Arranged the test to know the increasing of the result study after they apply some instructions in using snowball technique.

2. Acting

a. The teacher explained the aims of the learning process.

b. The teacher gave motivation to the students.

c. The teacher explained what will be done in applying snowball technique for learning reading needs.

d. The students were told to form duo, quartet, octet, and so on.

e. Each formation had to discuss the material and then make a summary as task in teaching process.

f. The teacher gave material based on lesson plan and then gave tasks to the students.

g. The students worked and finished the task, while the teacher could observe the class and students or interrupt to give some suggestions or advise.

h. After finishing the tasks, the teacher asked the paper and or examines it.

3. Observation

In this step, the researcher observed the students' response, participation, and everything which was found during the teaching and learning process.

In this step also the researcher interviewed some of students. It was done for getting information about students' opinion about the application of using snowball technique in improving reading comprehension.

4. Reflecting

In this step, the researcher analyzed the weakness that she had got in observation. The result of data that had been done were continued in the analysis until can be reflection after action research. The reflection was discussed as well as a guidance lecturer while teacher and should make research planning for the next cycle.

In this cycle just like the first cycle, the second cycle was planned in twice meeting. The phases that were done in this cycle were not different with the cycle before. Some things that were still less in the first cycle were improved in the second and next cycle.

E. Research Location and Time

1. Location of the Research

This research was conducted at eighth class students of SMPN 8 Palopo. The researcher chose this place by considering that the researcher had done a pre survey in this school before, so it made easy in collecting data for completing research.

2. Time range of Research

The researcher researched and collected data for two weeks or at least 4 meeting.

F. Technique and Instrument in Collecting Data

To collect data and information during the research process the researcher used some techniques, namely:

1. Technique in Collecting Data

a. Interview

After identifying the students' problems in reading comprehension, the researcher looked for the cause of the problem. For looking for it, the researcher interviewed the students directly. Also, used guidelines of interviews to ask the students. The result of the interview was analyzed to overcome the problems in the next cycle.

b. Questionnaire

In questionnaire were talking about responds from the students about result of application of snowball technique in studying reading. The questionnaires consist of 5 questions, and every question has five choices to answer.

c. Observation

The observation sheet was used to obtain the data about the situation of learning process in the classroom. This sheet consisted of subjects and aspect that was researched and observed. This instrument was chosen to make easier the observing and collecting data. The researcher only puts the check list symbol (√) on it.

2. Instrument of Collecting Data

While instruments are the tools or device to collect data of research. Good instruments can collect information that is required from the respondents that is researched.

a. Interview list

The instrument of interview was used to collect data from teacher or students by giving questions that was related with the topic of research.

b. Questionnaire sheet

Questionnaire sheet was some questions that given to the students to find out their perception about the use of snowball technique in research process. This sheet consisted of some questions to be answered according to their view.

c. Observation sheet

Observation sheet was consisted of some list that was needed to be checked or filled out by the researcher during the research process.

d. Documentation

Documentation was useful to collect data which was related to the research directly or indirectly. Documentation could be a simple note about important event in the classroom, or could be support information for the report of research.

e. Reading test

Reading test was useful to measure the students' ability in comprehending reading by answering some questions after reading passage or story.

G. Technique of Data Analysis

The data was collected from questionnaire and observation sheet. The data was analyzed in qualitative and quantitative method. The data for descriptive

qualitative analysis was come from the result of observation in learning process. Questionnaire and observation were used as data for quantitative analysis in formulated in percentage.

The formula is:

$$PC = \frac{\sum P}{\sum I}$$

Where,

PC = percentage

$\sum P$ = score of a student

$\sum I$ = total score

The interpretation of students' achievement based on the following table :

Score (%)	Category
81 % - 100 %	Very Good
61 % - 80 %	Good
41 % - 60%	Enough
21 % - 40 %	Bad
0 % - 20 %	Very Bad

Table 1.

This research was conducted in some cycles, and each cycle had criteria of success as in this following table:

[7] Ridwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p.

Table 2. The Classification of Students' Mean Score

No.	Score	Category
1	90 - 100	Excellent
2	80 – 89	Very Good
3	70 - 79	Good
4	60 – 69	Average
5	≤ 59	Poor

The table above presented the criteria of success in learning process of each cycle, and the limit score of success was 75,00, considering the difference and variety of every student.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Preliminary Activities*

Preliminary activity means all the activities that the researcher did before entering the research formally, but of course all these activities were related with the research. Some activities that the researcher did in preliminary for example: observing the class while the teacher were teaching English subject, interviewing teacher and some students related to the English learning, and asking about the problem that the teacher and students faced in English learning.

From the activities above, the researcher got information that the English achievement in SMPN 8 especially in eighth class was in variety score. There was not many students can achieve the good score, but more than half students only got the average score in English subject.

The researcher also asked the teacher about the students' ability in reading comprehension. And the teacher gave comments that the students' ability in reading comprehension was not in high performance. The teacher committed to improve the students' ability, but she also face the problem to finish all the curriculum in one semester, so she really lack of enough time to complete her job.

After asked the information from the teacher, the researcher continued with doing pre-observation in the class, and saw that the students activity while learning process. They were looked active enough but it really seemed that they could not

finish their reading task because of lack of ability to comprehend the passage. Many tasks must be finished by their own self, making the students with poor ability were difficult to complete their task. Besides observing the students, the researcher also tried to interview some students, especially them who looked uninteresting and not active in doing some activities.

After interviewing some students, the researcher could find out that most of the students are not interesting to work the task personally. They preferred to work together. Some reasons were explained, such us: doing tasks personally is not comfortable especially when they faced some difficult questions. If they were in a team, they can discussed each other and share their knowledge.

After getting all the information about the learning process in the classroom, and the problems that had been found, the researcher then made some plan to be applied in research process, related to the students' activity in reading comprehension that was expected would be successful in improving the students' ability in comprehending reading.

Figure 1. The situation in preliminary activity
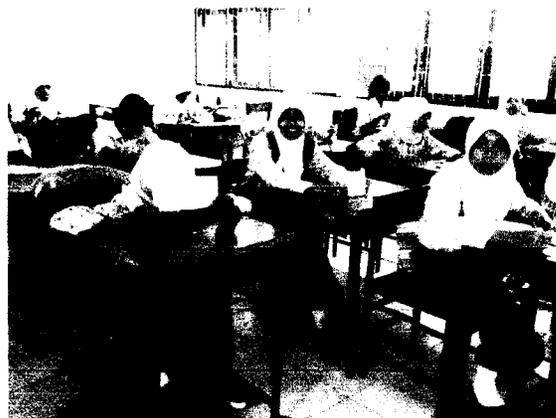
B. Findings

1. The First Cycle

The researcher had explain before that the focus of the research was to find out the appropriate way to apply snowball technique in English learning process in improving the students' reading comprehension. So, the researcher had explained the steps in doing the learning process based on snowball type in order to make the students understand and did not face some difficulty in the implementation.

a. Planning

To carry out the class action research was required different tools that had been created and developed previously, namely: lesson plan, the supporting instruments such as: observation sheets, camera, and tests. In this step, the researcher prepared what have to do in the action step, paper work students, and design of reading teaching and test.

b. Action

Before start the every step in action level, the researcher explained to the students what would be done in learning process. The researcher also explained to the students the aspects that would be observed and examined from the students' attitude during the class begun. Here the action steps of snowball technique:

Firstly, the researcher announced the students the topic that would be discuss while learning process.

The researcher divided the passage or reading one by one to the students. The researcher announced to the students to read the passage and take note some

important thing they found or something they want to ask for. In this step, almost all students understood what the researcher said although some of them still asked some things related to the passage.

The researcher gave 5-7 minutes to the students to read alone. After that the students joined with their friend beside them to be a partner and discuss some important thing that they had written. The students had to make some pre-conclusion as a partner. During the 5-7 minutes, the classroom was silent, all students read their passage alone, but the classroom began to be crowded when the researcher asked them to join and became duet, but just a few minutes and after that, they're back to be serious.

The researcher gave 5-7 minutes to the students to discuss and make some pre conclusion. After that, the students had to join with other partner and formed a quartet. In quartet formation the students discussed again and made some pre-conclusion, too. In this formation, it was need more time to the students to make a final conclusion, because they had to consider all the member' ideas about the passage.

The researcher gave 5-7 minutes to every quartet to discuss and make conclusion. After that, the students joined with other quartet and formed an octet. As a octet, the students discuss the passage in big amount scale made the classroom became noisy enough but the students were very exciting.

The last step, the researcher asked the octet to join the other octet. They had to discuss and make final conclusion about the passage. And the conclusion was

submitted to the researcher. After submitting the conclusion the researcher asked some question to the students randomly to examine the students' comprehension about the passage.

Figure 2. The reading session in cycle 1

c. Observation

While conducting the step in cycle 1, the researcher also observed students by filling the observation sheet and took note about the students' situation and condition in the classroom while research process, and the researcher obtained data and information as follows:

In the cycle 1, the student still lack of enthusiasm to understand the concept of snowball technique. The students seemed not discipline. And the classroom was crowded enough. Even though they were pretty active but learning situation become not interested because some students tent to play joke in the class and laughed each other.

Some students are difficult to understand quickly about the direction from the researcher, made the teacher had to explain repeatedly when they asked back.

The students were still not discipline. They could not finish the tasks on time. The researcher still had to remind and warn the students repeatedly about their bad habits in making noisy, unorganized table, moving and walking while the teacher was in the class, and talking each other while the teacher explaining something. There are some students still complained about the rules of time limit which made them worked in hurry and not concentrate.

After evaluating the students' test in reading comprehension in cycle 1, the results shown that some of the students still were in low score. These tables below showed the result of students' achievement in cycle 1.

Table 3
Score of Reading Comprehension Test in Cycle 1

No	Students' Code	Activeness	Time Accuracy	Score of Task
1	01	55	50	60
2	02	60	60	65
3	03	59	60	70
4	04	60	60	75
5	05	75	78	80
6	06	60	65	78
7	07	70	70	65
8	08	70	70	70
9	09	85	80	90
10	010	60	70	80
11	011	59	60	65
12	012	55	55	65
13	013	50	60	60
14	014	58	53	55

15	015	65	50	65
16	016	60	60	60
17	017	75	75	75
18	018	60	59	63
19	019	55	55	65
20	020	60	60	60
21	021	59	60	65
22	022	59	60	70
23	023	70	70	70
Total		1439	1440	1571
Mean Score per Criteria		62,56	62,61	68,30
Mean Score		64,49		

In reading test the researcher assessed three standards that were activeness, time accuracy, and score of task. And the students' score of task placed the highest score that was 68,30. The students' activeness in doing tasks was 62,56 and the students' time accuracy was 62,61.

d. Reflecting

After all the steps in cycle were executed that covered planning, action, and observation to the process that had been held, the researcher could explain the result of reflection as follows:

The students were still confused on implementation of snowball technique in learning process. Most of the students still communicated each other in loud voice, made the class were noisy and not comfortable to teach.

Many students did not aware that their activities during learning process were observed, made them still act as usual such us making noisy, laughing each other and else.

The clever students still dominated the learning process by keep talking and asking many things, whereas the other students who seemed not confident to talk, tent to be quiet and not responsive.

The students reading test result in cycle 1 was still poor, many of them were not active in discussion because lack of knowledge and comprehension skills

Based on the reflection above, the researcher made some repairs and improvement step for the cycle 2. They are:

Explained intensively about aim and significance about implementation of snowball in learning reading comprehension, in order to students could understand well and could apply it in the learning process.

The researcher divided the students in to different seat in order to make new situation and interaction between students in the classroom. Gave motivation to the some students who were indicated not enthusiastic to be more confident and brave especially in speaking session.

Separate the clever students in to different groups in order to they can share their knowledge and stimulate the ability of other students. Giving test or tasks in more difficult level and less time limit in order to know their ability to finish it with different partner and group.

2. Cycle 2

In cycle 2 the researcher changed the form and position of students' seat. This step was done to stimulate or motivate the students who were not confident and lack

of creativity to be more active and find solution. The other steps in implement snowball type in teaching process were same in the cycle 1.

a. Planning

In teaching reading, the researcher also made lesson plan and other supporting instruments. The researcher provided work sheet as well for each students. The task in reading session was answering the questions based on the passage that were divided by the researcher.

b. Acting

In cycle 2, the researcher divided the different topic of reading to the students that had been provided before. The steps in the teaching process were same in the cycle 1. The researcher only changed the position of students' seat in order to the students could make new interaction with other students in learning process. While finishing the tasks, the researcher would observe all aspect on observation sheet.

Figure 3: the students' activity of reading session in cycle 2
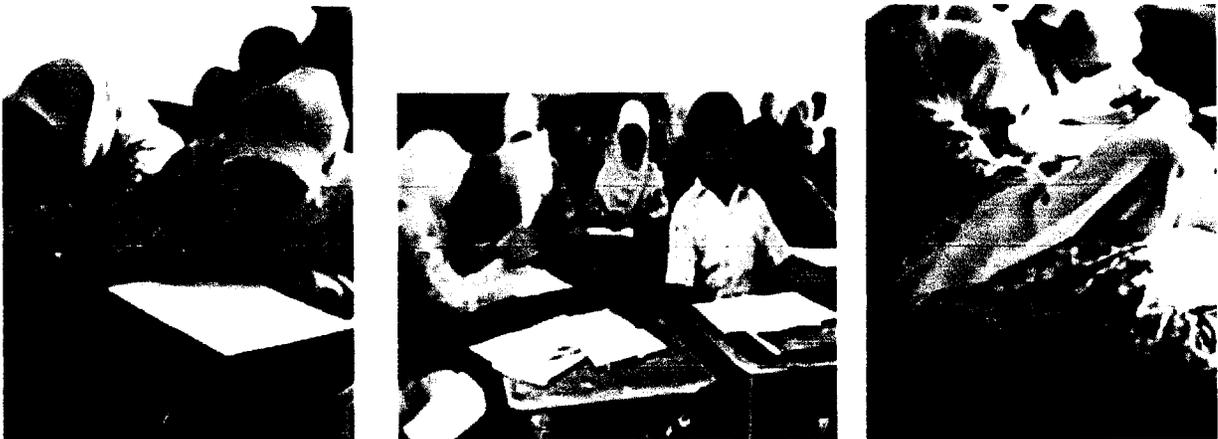
c. Observation.

During the cycle 2 were conducted, the researcher could observe and took note on some significant things in learning process as follows.

1). Occurred improvement on students activeness and enthusiastic especially in learning process. They looked very excitement in finishing tasks together.

2). Students also reduced their habit in making noisy, caused of the warning and remaining from the researcher if their attitude would affect their tasks score.

3). There was the improvement of students' score, where almost the shy students previously, could gave comments more than in cycle 1

4).The students also could finish their tasks on time. None of the partner, group, quartet, or octet was late anymore to submit their task.

These tables below were the result in the cycle 2.

Table 4
Score of Reading Comprehension Test in Cycle 2

No	Students' Code	Activeness	Time Accuracy	Cooperation	Score of Task
1	01	80	80	75	95
2	02	75	80	80	80
3	03	80	75	75	90
4	04	80	80	75	80
5	05	75	75	90	80
6	06	75	80	80	80
7	07	80	75	80	80
8	08	75	80	80	80
9	09	80	80	85	90
10	010	75	80	75	90
11	011	80	80	90	80

12	012	80	75	85	80
13	013	75	80	80	80
14	014	80	80	85	85
15	015	85	90	90	90
16	016	75	75	85	80
17	017	85	80	80	90
18	018	80	75	75	80
19.	019	75	80	80	80
20.	020	75	80	80	80
21.	021	85	75	75	80
22.	022	80	80	75	75
23.	023	75	80	80	80
Total		1805	1815	1855	1905
Mean Score per		78,48	78,91	80,65	82,83
Mean Score			80,22		

In reading test at cycle 2, the researcher assessed four criteria, that are activeness, time accuracy, cooperation, scores of task. In cycle 2, there was development on students' mean score, that was 78,48 for activeness, 78,91 for time accuracy, 80,65 for cooperation and 82,83 for score of task. From the result below, the total mean score was 80,22. It was a better development and passed the criteria of success.

d. Reflecting

Based on the whole activities and step in cycle 2, the researcher needed to make some reflections as follows:

1). The score in all criteria had been increase and passed the success criteria. The reading mean score was 85,49 and it passed the success criteria also.

2). From the activeness aspect, there was improvement from cycle 1 to cycle 2, where mostly students in cycle 1 were in enough category and in the cycle 2 almost all students could improve their activeness in to high and very high category.

So, the researcher concluded that the appropriate ways to apply snowball techniquein order to improve the students' reading comprehension were:

1). Explaining the rule and step of snowball type clearly in order to the students could understand what they should do to avoid the crowded in the classroom.

2). Using interesting topic of reading or passage to attract the students interest in discussing with their friends.

3). Observing the students while they are discussing and give some limitation and rule related to their activity and time to make conclusion.

4). Maintain the students' who had self confidence problem seriously by giving intensive motivation in order to they could boost their self in to better performance.

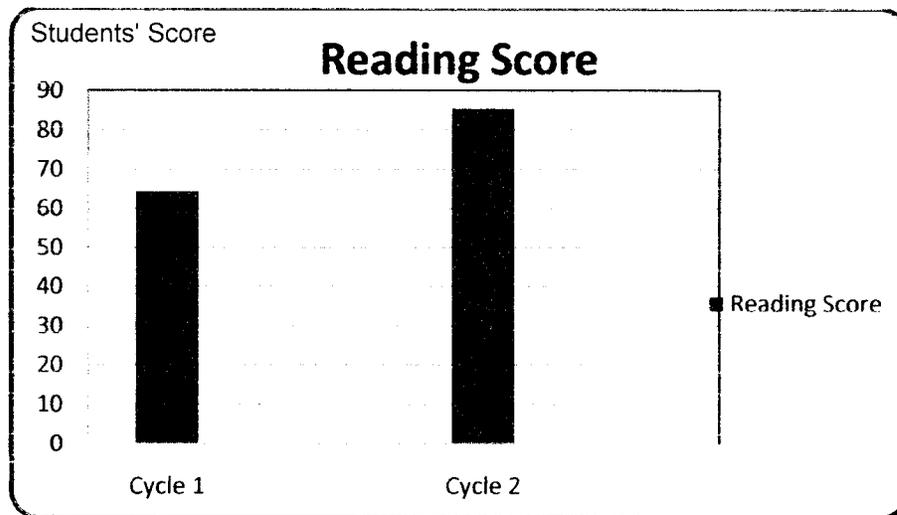5). Observed the students or group seriously and carefully by visiting their table and finding their problem and tried to give solution.

3. The Improvement of Students' Reading Test

Table 5
The Improvement of Students' Mean Score

No.	Skill	Mean Score (Cycle 1)	Mean Score (Cycle 2)	Improvement
1.	Reading	64,49	85,49	32,56%

Chart 1. The Students' Reading Score Improvement

a. Cycle 1

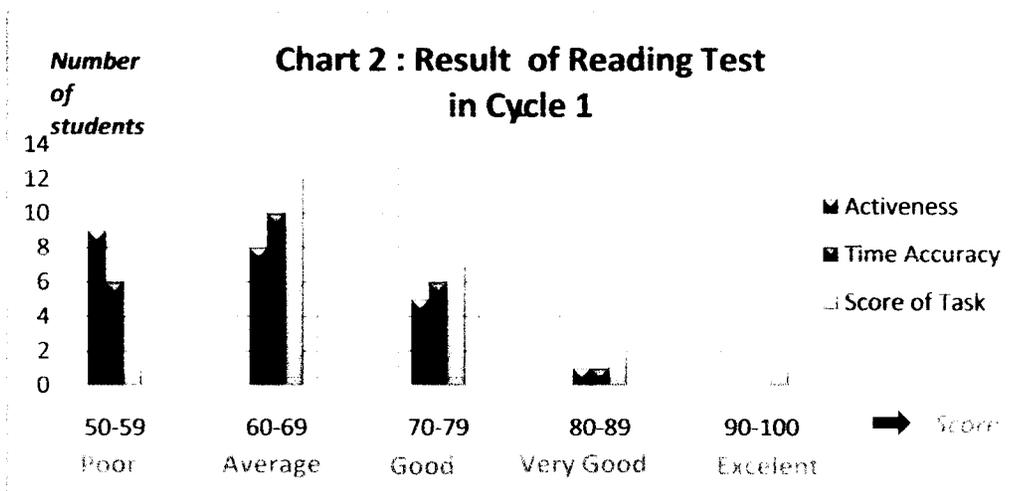Chart 2. Result of Assessment Criteria in Reading Test of Cycle 1

Table 6
The classification of students' ability in Reading Comprehension in cycle 1

No	Poor	Average	Good	Very Good	Excellent	Total
1	23.19 %	43.48 %	26.08 %	5.79 %	1.45 %	100%

In reading test for cycle 1 there were three criteria of measurement, namely:

1). Activeness: this criteria to measure the students' participation in finishing their task.

2). Time accuracy: is one of snowball implementation to measure the students' responsibility in finishing task on time.

3). Score of task: is the result of their task by scoring the right answer.

Chart 3. The Result of Assessment Criteria of Reading Test in Cycle 2
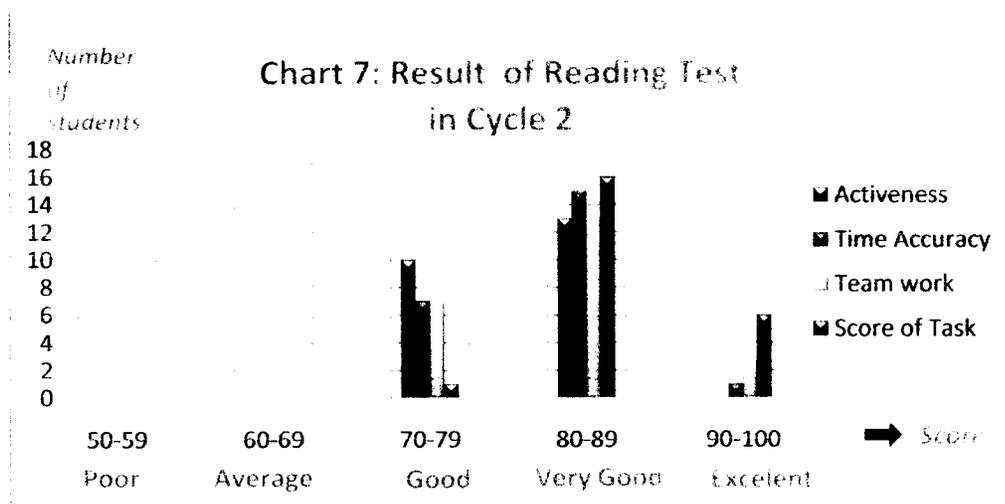

Table 7
The classification of students' reading test in cycle 2

No	Poor	Average	Good	Very Good	Excellent	Total
1	-	-	27.17 %	61.95 %	10.87 %	100%

3. The Result of Questionnaire about Students Perception on Snowball Technique in Learning Reading Comprehension

The researcher used questionnaire to get data and information about students' interest and perception in applying snowball technique during the learning process.

These following tables are the detail descriptions or explanation of the data that were used to know the students' interest about the using of snowball technique.

Table 9
The students feel interest to learn reading by using snowball technique.

Classification	Frequency	Percentage (%)
Strongly Agree	12	52,17 %
Agree	9	39,13 %
Uncertain	2	8,70%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 6 indicates most of the respondents gave positive response that by using snowball technique made them feel interest to learn reading. There were 12 (52,17%) respondents chose strongly agree, there were 9 (39,13%) respondents chose agree, there were 2 (8,70%) respondents chose uncertain and none of respondent chose disagree, or strongly disagree. It means that the students feel interest to learn reading by using snowball technique

Table 10
The snowball technique helps the students improve their reading comprehension.

Classification	Frequency	Percentage (%)
Strongly Agree	13	56.52 %
Agree	9	39,13 %
Uncertain	1	4,35%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 7 indicates most of the respondents also gave positive response that snowball technique helps the students improve their reading comprehension. There were 13 (56,52%) respondents chose strongly agree, there were 9 (39,13%) respondents chose agree, there were 1 (4,35) respondent chose uncertain and none of respondent chose disagree, or strongly disagree. It means that snowball technique helps the students improve their reading comprehension.

Table 11
The snowball technique helps the students to comprehend the reading easily.

Classification	Frequency	Percentage (%)
Strongly Agree	14	60,86 %
Agree	8	34,78 %
Uncertain	1	4,35
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 8 indicates most of the respondents agree that the snowball technique helps the students to comprehend the reading easily. There were

14 (60,90%) respondents chose strongly agree, and there were 8 (34,78%) respondents chose agree, there were 1 (4,34%) respondent chose uncertain, and none of respondent chose disagree, or strongly disagree. It means that snowball technique helps the students to comprehend the reading easily.

Table 12
The strategy of comprehending reading by using snowball technique is more enjoy than usual method.

Classification	Frequency	Percentage (%)
Strongly Agree	12	52,17 %
Agree	9	39,13 %
Uncertain	2	8,70%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

From the result of the table 9 can be shown that most of the respondents agree that the strategy of comprehending reading by using snowball technique is more enjoy than usual method. There were 12 (52,17%) respondents chose strongly agree, and there were 9 (39,33%) respondents chose agree, there were 12 (8,70%) respondents chose uncertain, and none of respondent chose disagree, or strongly disagree. It means that the strategy of comprehending reading by using snowball technique is more enjoy than usual method.

Table 13
The students feel more exciting to learn English especially reading through snowball technique.

Classification	Frequency	Percentage (%)
Strongly Agree	15	65.21 %
Agree	7	30,43 %
Uncertain	1	4,35%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 10 indicates if most of the respondents chose agree that

it feels more exciting to learn English especially reading through snowball technique.

There were 15 (65,21%) respondents chose strongly agree, and there were 7 (30,43%)

chose agree, and there was 1(4,35%) respondents chose uncertain, and none of

respondent chose disagree and strongly disagree. It means that the students feel more

exciting to learn English especially reading through snowball technique.

Table 14
The students feel studying reading through snowball technique is difficult to be applied in the classroom.

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	1	4,34%
Disagree	20	86,96
Strongly Disagree	2	8.70
Total	23	100%

The result of the table 10 indicates if most of the respondents were not agree if studying reading through snowball type is difficult to be applied in the classroom. There were 1 (4,34%) respondents chose uncertain, and there were 20 (86,96%) chose disagree, and there was 2(8,70%) respondents chose strongly disagree, and none of respondent chose agree and strongly agree. It means that studying reading through snowball type is not difficult to be applied in the classroom.

Table 15
The students who lack of self confidence will be shy to work together as group through snowball technique

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	-	-
Disagree	15	65,28%
Strongly Disagree	8	34,78%
Total	23	100%

The result of the table 10 indicates if most of the respondents were not agree that that the students who lack of self confidence will be shy to work together as group through snowball type. There were 15 (65,21%) respondents chose disagree, and there were 8 (34,78%) chose strongly disagree, and, and none of respondent chose uncertain, agree and strongly agree. It means that the students who lack of self confidence will be not shy to work together as group through snowball type.

Table 16
The students think that studying reading through snowball technique will cause the quarrel among the students.

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	2	8,70%
Disagree	8	34,78%
Strongly Disagree	14	60.87%
Total	23	100%

The result of the table 10 indicates if most of the respondents were not agree if studying reading through snowball type will cause the quarrel among the students. There were 2 (8,70%) respondents chose uncertain, and there were 8 (34,78%) chose disagree, and there was 14 (60,87%) respondents chose strongly disagree, and none of respondent chose agree and strongly agree. It means that studying reading through snowball type will not cause the quarrel among the students.

Table 17
Studying reading through snowball technique can enrich the students' vocabulary.

Classification	Frequency	Percentage (%)
Strongly Agree	8	34.78 %
Agree	13	56,52 %
Uncertain	2	8,70%
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 10 indicates if most of the respondents chose agree that studying reading through snowball type can enrich the students' vocabulary. There were 8 (34,78%) respondents chose strongly agree, and there were 13 (56,52%) chose agree, and there was 2 (8,70%) respondents chose uncertain, and none of respondent chose disagree and strongly disagree. It means that studying reading through snowball type can enrich the students' vocabulary.

Table 18
The students are interesting to practice more the snowball technique in learning process.

Classification	Frequency	Percentage (%)
Strongly Agree	10	43.47 %
Agree	13	56,52 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	23	100%

The result of the table 10 indicates if most of the respondents chose agree if the students are interesting to practice more the snowball type in learning process. There were 10 (43,47%) respondents chose strongly agree, and there were 13 (56,52%) chose agree, and none of respondent chose uncertain, disagree and strongly disagree. It means that the students are interesting to practice more the snowball type in learning process.

B. *Discussion*

Based on result of in findings, the researcher could present the result of data analysis about the application of snowball technique in improving reading comprehension. It can be shown from the result of reading test between cycle 1 and cycle 2. As the researcher had defined that the criteria of success was 75,00. And the table below showed the mean score and improvement of students' mean score from cycle 1 to cycle 2.

a. Cycle 1

There were still 23,19% of students still in poor category because some of them were still not enthusiastic in finishing task due to their less capability in comprehending reading and not on time to submit the task. There were 43,48% were in average category including them who could finish the task on time but in low score of right answer. There 26,08% and 5,79% in good and very good category for the students who only answered a few wrong answer in their sheet. And only 1,45% are in excellent criteria, and this student could answer all the questions correctly and submit the task on time.

b. Cycle 2

In cycle 2, the researcher formed the group in finishing task. And it had the good effect in improving students mean score and assessment aspect during the process in finishing task.

In cycle 2, the researcher also added one criteria of measurement in reading session that was teamwork. This criteria evaluates the students ability in working and

finishing the task together, whether they were enthusiastic to did the task in group or not.

The problem in the cycle 1 was needed to be repaired by researcher in next cycle that is cycle 2. Some steps had been done by researcher to improve the result from cycle 2 to a better condition. For example, the researcher rearranged the situation and position of the students in the class. The students who were dominated the class were moved at the back seats, and the students who did not get the good chance before were moved at the front seats. Then the researcher gave more various topic of passage to the students so that they could explore their new thinking by their own way. The topics which were given were the familiar topic and related with their daily activities. The researcher also make the situation more flexible, for example they could use their own way to make conclusion in Indonesian or English.

There were no more students in poor and average category. All the members group could work together, and the higher capability students could help their other friends to comprehend the story so they can answer the question together in teamwork. That was why there were a raise of percentage level in good, very good and excellent category.

Based on the result in cycle 1 and in cycle 2 there was more improvement of students' ability in comprehending reading or passage. There was no more students in poor and average category. There were only students in good, very good and excellent category with percentage 27,17%, 61,95% and 10,87%. This result showed the improvement of reading comprehension by using of the snowball technique.

So, it can be said that snowball type is good method to improve the students reading not also in comprehending reading but also to exchange ideas among the students in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusions*

After finishing the research, the researcher made some conclusion about the application of snowball technique in improving reading comprehension. The conclusions were:

1. Applying snowball technique can improve the students' reading comprehension. It can be viewed from the results of students' means score show the improvement from cycle 1 to cycle 2.

2. Most of the students perceive positively about the application of snowball technique based on result of questionnaire.

3. And some appropriate ways to implement the snowball technique through are:

a. Explaining the rule and step of snowball type clearly in order to the students could understand what they should do to avoid the crowded in the classroom.

b. Using interesting topic of reading or passage to attract the students' interest in discussing with their friends.

c. Observing the students while they are discussing and give some limitation and rules related to their activity and time to make conclusion.

d. Maintain the students' who had self confidence problem seriously by giving intensive motivation in order to they could boost their self in to better performance.

e. Observed the students or group seriously and carefully by visiting their table and finding their problem and tried to give solution.

B. *Suggestions*

From the conclusion above, the researcher would like to give some suggestions to be considered by English teachers as follows:

1. Applying snowball technique is one of effective way to improve reading comprehension that can be applied by the teacher in teaching process.

2. In applying snowball technique, the student should use many interesting and popular topic of passage or reading to keep the better interest and excitement while studying process.

3. For others researchers who want to research reciprocal teaching technique deeply, it can be modified in its implementation with various small group formation or topic.

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