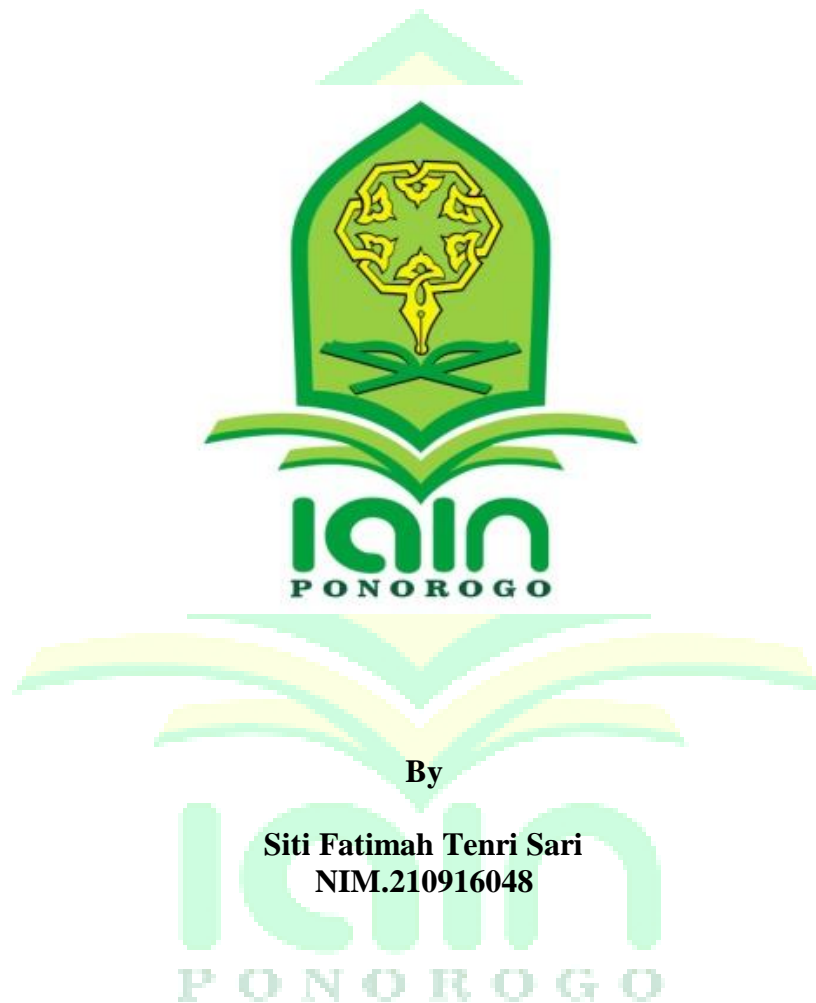


**THE EFFECTIVENESS OF SNOWBALL THROWING TECHNIQUE TO
IMPROVE RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 1
BABADAN PONOROGO IN THE ACADEMIC YEAR 2019/2020**

THESIS



By

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ABSTRACT

Fatimah, Siti Tenri Sari. 2020. The Effectiveness of Snowball Throwing Technique to Improve Recount Text at The Eighth Grade of SMPN 1 Babadan Ponorogo in The Academic Year 2019/2020. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies Ponorogo, Advisor Dr. Ahmadi M. Ag.

Keywords: *Recount Text, Snowball Throwing Technique*

Snowball throwing is a learning technique to explore the potential for student leadership in groups and student creativity in asking and answering questions that are combined through imaginative play in groups. This technique can improve students' reading comprehension. Practically speaking, the snowball throwing technique is fun and can stimulate students to be active. The material used to teaching reading is recount text. Recount text is a text that telling the student about one story, action or activity.

The purpose of this research was to examine whether there was a significant difference between students who are taught by using Snowball Throwing technique and who are not taught by using Snowball Throwing technique at the eighth grade of SMPN 1 Babadan Ponorogo in the academic year 2019/2020

The researcher applied a quantitative approach and used a quasi experimental design. The researcher used two classes as experimental and control classes. The experimental class was taught by using snowball throwing technique and control class was not taught snowball throwing technique. The researcher used cluster random technique sampling to determine the sample. The population was 164 students of the eighth grade at SMPN 1 Babadan. The researcher took VIII D as the experimental class and VIII F as the control class, both of them consisted of 25 students. The total sample in this research was 50 students. The researcher used multiple-choice test to measure students' score from pre-test and post-test. After getting the score from pre-test and post-test, the researcher used independent t_{test} , it had aim to compare the data from two different groups by using the t_{test} formula in SPSS 23.

Based on the analysis on the data and the testing of hypothesis, the researcher found the result of this research showed Mean score in the experimental class was 78.00. Whereas the post-test Mean score in the control class who were not taught by using the snowball throwing technique was 73.40. It showed that the students who were taught by using snowball throwing technique got a better scores than the students who were not taught by snowball throwing technique. The significant standard 5%, the value of t_t was 2,01. Then the value of t_o was compared to the value of t_t the value of t_o was 1.620. It means that H_a was accepted and H_o was rejected. So there is a significant influence in using snowball throwing technique to improve recount text at the eighth grade of SMPN 1 Babadan Ponorogo in the academic year 2019/2020.



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CHAPTER I

INTRODUCTION

A. Background of the Study

In Junior High School, English is important. It's because English is compulsory subject. This subject divided into four skills. They are speaking, listening, writing, and reading. These skills can help students master English. Therefore, students must master these four skills to become proficient in English.¹

Reading is one of the essential elements of the four skills in English. Students can expand their knowledge and information on English by reading articles, books, and texts. If they read, they can learn new vocabulary. So as the vocabulary will help them to learn English.² Reading consists of two processes it is word recognition and comprehension. Word recognition is the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding words, sentences, and linking the experience of text knowledge with the text by using strategies to help and understand the written text.³

Whereas, Reading comprehension of more complex texts originated vocabulary knowledge grows exponentially. But not all students consider

¹Agatha, *Improving The Reading Comprehension Ability Of Grade Viii Students Of Smp Negeri 13 Yogyakarta Through The Multiple Intelligences-Based Techniques In The Academic Year Of 2013/2014*. 25.

²Dian Nuryati. *Improving Students' Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VII SMPN 4 Pagaran Tapah Darussalam Provinsi Riau*. Riau: Universitas Pasir Pangaraian. 2015. 30.

³Ibid.,32.

learning to read as an easy process. students who have difficulties will be left behind from their peers, causing a lack of confidence. because literacy affects performance in all areas of the curriculum, it is important that teachers provide adequate techniques as early as possible which must be tailored to the needs of students.

Reading comprehension skills and strategies are designed to expand knowledge and strengthen reading skills in students. The teacher is required to choose a reading that is fun, high-interest fiction, and non-fiction that will trigger students' reading interest.⁴

By choosing an attractive method, it can support students' reading comprehension. Besides being able to influence student learning motivation, it also makes students more competitive in class, therefore snowball throwing is an interesting method used by several schools in the teaching and learning process. Therefore, researchers took the snowball throwing technique as a method in this research.

Reading comprehension is indispensable for students both during their education at various levels of school and after they graduate school or work in the community.⁵ Reading skills are basic skills that must be mastered by students in participating in all activities in the learning and teaching process.⁶

⁴Saddleback Educational Publishing, *Reading Comprehension Skills and Strategies Level 8*, (USA: Three Watson, 2002). 5.

⁵Suleiman Alyousef, and Hesham. *Teaching Reading Comprehension to Esl/Efl Learners*. King Saud University (KSU). Saudi Arabia. 2005. 25.

⁶Nuryana, Rika. *The Correlation between Student's Interest and Their Reading Comprehension Ability in Learning English at the Second Year of SMPN 3 Ukui Kab. Pelalawan*. UIN SUSKA. Pekanbaru. 2009. 34.

Therefore, teaching reading comprehension is very important for students, because it can develop students' reading abilities not only in textbooks but also in other reading materials.⁷ Teachers must be able to choose good and fun methods to teach students in order to make students understand the text well. Because when students are taught using conventional methods, the learning process only focuses on the teacher, so that it makes students bored. The learning method is a constructivism theory and cooperative learning model where students seek information from their ideas and solve problems by sharing and discussing with their classmates.

Snowball throwing is a teaching technique that can improve students' ability in understanding text. The use of snowball throwing techniques is one solution for teachers to increase students' reading interest. The way to use this technique is that students are formed into small groups of 5-6 people.⁸

The purpose of snowball throwing is as a reading learning model. It is known that reading is one of the important elements in schools such as English language exams that use text to test students' understanding of the text. Students must have a good understanding of the reading process in order to understand the text and pass the test.

Based on observations according to researchers. In Indonesia, English is a foreign language, making it difficult for students to improve their basic knowledge of English. Indonesian students rarely use English in conversation,

⁷Tuti Risnawati, *The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension*, University of Muhammadiyah Sumatera Utara, 2018. 15.

⁸Yunisrina Qismullah Yusuf, *The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension*, Syiah Kuala University, 2017. 18.

they also rarely hear people speaking English and are lazy to read English books. This attitude makes it difficult for students to learn English and makes them less motivated to develop.

Based on observation and interviewed with students at SMPN 1 Babadan Ponorogo, the researcher found students' problems in learning English. Some problems came from the student self. Most students are not able to understand the meaning of the text because they are not familiar with the vocabulary in the text. Students still find it difficult to understand information from the text for several reasons, such as lack of memorization of vocabulary, lack of grasping main ideas, difficulty pronouncing, and are not interested in reading and still difficult to understand previous readings. They have low reading comprehension skills. Besides, the teaching strategies used by teachers make students bored. This strategy does not support students to be interested in learning.⁹

Based on preliminary observation and interviewed with English teachers in SMPN 1 Babadan Ponorogo, there some problems in reading class such as the students feel so sleepy. Beside it, they played during the course. In the classroom activity, they were lazy for studying. So that they had low ability and achievement in reading English. So, the researcher suggests in teaching reading should be applied Snowball throwing technique.¹⁰

Based on the explanation above, the researcher concluded, reading can help us to understand the written expressions and the snowball throwing

⁹ Based on interview students, 20 January 2020, 09.00-09.30 WIB

¹⁰ Based on observation and interview, 20 January 2020, 10.00-10.30 WIB

technique can be used for reading comprehension. This technique improves reading skills because using this technique can train students' readiness, share knowledge, and the creation of a communicative learning atmosphere. So that the researcher interested in research by the title **THE EFFECTIVENESS OF SNOWBALL THROWING TECHNIQUE TO IMPROVE RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 1 BABADAN PONOROGO IN THE ACADEMIC YEAR 2019/2020**

B. Scope and Limitation of the Study

In this research, the researcher limits the study to improve students reading comprehension on recount text in the eighth grade of SMPN 1 Babadan Ponorogo. The experimental class will be taught by the snowball throwing technique and the control class will be taught by the conventional method.

C. Research Question

Based on the limitation of the study above, the research problem can be formulated as follow: Is there any significant effect of snowball throwing technique to improve students reading comprehension?

D. Research Objective

Concerning the problem statement, this research can be stated as follow: whether there is a significant effect of snowball throwing technique to improve student's reading comprehension on recount text.

E. Significances of the Study

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

1. Theoretically

This research can be used to increase knowledge and reference, especially in learning to read to improve reading comprehension and student learning achievement.

2. Practically

The finding (result) of this research is expected for 3 groups are:

a. The Teacher

Provide information to teachers and institutions about the effect of using snowball throwing techniques in improving students' reading comprehension on recount text.

b. The Students

To contribute students in order to improve their ability to read recount text, students feel relaxed, enjoy learning English lessons, and solve their problems in learning English.

c. The Further Researcher

This research is expected to provide new knowledge for future researchers to conduct better research on teaching and learning cases, and to solve reading problems of students and teachers who have the same problems as this researcher.

F. Organization of Thesis

In order to write a good thesis, it is necessary to arrange it systematically, the organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

Chapter I is introduction this chapter consists of background of the study, scope and limitation of the study, research questions, research objectives, significance of the study, and organization of the thesis

Chapter II is review of related literature this chapter consists of previous research findings, theoretical background, theoretical framework, and hypothesis.

Chapter III is research method this chapter consists of research design, population and sample, research instrument, technique of the data collection, and technique of data analysis.

Chapter IV is research result this chapter consists of general location, time of research, data description, data analysis, discussion and interpretation.

Chapter V is closing this chapter consists of conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

The research presents and breaks down this chapter into four parts. The first part is related to previous research findings, the second part is related to the theoretical background, the third part is related to the theoretical framework, and the last is related to the hypothesis.

A. Previous Research Findings

There are two previous finding of some researchers that have relation to this research as follow:

Afiska, in her thesis: "The Influence of Snowball Throwing Method Towards Students' Speaking Ability at The First Semester of Ninth Grade of SMP Yasmida Ambarawa in The Academic Year of 2018/2019" the method used in this research is quasi experimental method with three meetings, 2 X 40 minutes for each meeting. The population of this research was the ninth grade of SMP Yasmida Ambarawa. The total sample was 54 students who were taken from two classes, VIII A and VIII B. The researcher used oral test to measure students' score of speaking ability that were pre-test and posttest. After getting the score from pretest and posttest, the researcher used independent t-test, it had aim to compare the data from two different groups, then the researcher used SPSS 16 to calculate the independent t-test. Based on the analysis on the data and the testing of hypothesis, the researcher found the result that was Sig. (2-tailed) = 0.00 and $\alpha = 0.05$ where if Sig. (2tailed) $< \alpha =$

0.05 its mean that Hawas accepted. So, there is a significant influence in using snowball throwing method toward students' speaking ability at the first semester of the ninth grade SMP Yasmida Ambarawa in the academic year of 2018/2019.¹¹

Tuti Risnawati, in her thesis: "The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension. University of Muhammadiyah Sumatera Utara. 2018" The method of the research was the Experimental research method. The population of the study was the tenth grade (X) students of SMA Negeri 1 Kuala at Jl. Perintis Kemerdekaan No. 3 Kuala, Kec. Kuala Kab. Langkatin academic year 2017/1018, which consist of two classes. They were X-Bahasa and X-MIA3 class. The number of population were 72 students. The classes were divided into two groups, namely experimental group and control group. All the population was taken as the sample. The experimental group was taught by applying snowball throwing model and the control group was taught by three phase technique. The instrument of research was essay test. The essay test consists of 5 items, each answers have 20 points. The result of this research showed that t-test 2.66 was higher than t-table 1.99 in which $t\text{-test} > t\text{-table}$. The hypothesis was accepted. It means that there were a significant effect of

¹¹Afiska. *The Influence of Snowball Throwing Method Towards Students' Speaking Ability at The First Semester of Ninth Grade of SMP Yasmida Ambarawa in The Academic Year of 2018/2019*. 11.

applying snowball throwing assisted by audio on the students' reading comprehension.¹²

B. Theoretical Background

1. Reading

a. Definition of Reading

Reading is a receptive skill.¹³ According to Rahmani and Sadeghi, reading comprehension is also called text/message recognition rate. This recognition comes from within a text that contains words and how to understand knowledge inside and outside the text/message. Reading comprehension lies in the ability to understand words quickly. If word understanding is difficult, it will make students not interested in reading the text so that they lack reading interest and interfere with their ability to understand what the text contains.¹⁴

Reading is an interactive process. The main purpose of reading is to understand a text. Students read to comprehend what the writer intended to convey in writing.

¹² Tuti Risnawati. *The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension*. University of Muhammadiyah Sumatera Utara. 2018. 20.

¹³ Spratt, Mary, Pulverness, Alan, and Williams, Melanie. *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge Press. 2005. 21.

¹⁴ Rahmani, M., *Effects of Note-taking Training on Reading Comprehension and Recall*, (Reading, 2011). 116-128.

Reading is an interactive process.¹⁵ The main purpose of reading is to understand a text. therefore reading needs comprehension.¹⁶ The students read to comprehend what the writer intended to convey in writing.

Teaching reading is a complex process.¹⁷ In teaching reading, a teacher uses many different strategies, and use any instructional technique effectively. The teacher teaches must understand the principles and assumptions upon which each specific technique. The best teacher develops an extensive knowledge base and draws on a repertoire of strategies for working with struggling students. A major aim in the teaching of reading is to help students in comprehension of reading text and develop in the reader about the attitudes, abilities, and skills needed for obtaining information, reacting to ideals, developing interests. So that, deriving pleasure by reading through understanding or "comprehension." Comprehension is a mental process.¹⁸

Reading comprehension is defined as the process of making meaning by coordinating a number of complex processes that involve language, word reading, word knowledge, and fluency.

¹⁵Nuttall, Christine. *Teaching reading Skills in a Foreign Language*. Oxford: Macmillan Education. 1996. 11.

¹⁶Grabe, William. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press. 2009. 14.

¹⁷Muslaini, *Strategies for Teaching Reading Comprehension*. Syiah Kuala Ubniversity. Banda Aceh. 2017. 67.

¹⁸ Aksular, *An Evaluation of Reading Passages in Cutting Edge Pre-Intermediate Coursebook from the Perspectives of Preparatory School Students*. Near East University. Nicosia. 2004. 34.

Reading Comprehension refers to the ability the students which are able to read accurately and effectively to get the maximum knowledge and information from the text.

There are main ways in reading as follows:

1. Skimming

Skimming is consists of quickly meaning one's eyes across a whole text like an essay and article too, get the general idea of it, to know how it is organized, to get an idea of the core of the intention of the writer. It is the technique of allowing your eyes to travel over a page very quickly stopping only here and there to get the gist of it. Skimming can benefit the reader in seeing the purpose of the section's topic or message and perhaps someone developing or endorsing the idea.¹⁹

The skimming technique procedure is carried out in three steps as follows:²⁰

- a. Read the first sentence of paragraph
- b. Read the last sentence of paragraph
- c. Read key words in between

They next added two skimming patterns in the process:²¹

¹⁹ Ibid., 29.

²⁰ Abdelrahman, *The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language*. English Language Teaching, 7(6). 2014. 168.

²¹ Ibid., 169.

- a. For formal style, and this is typical of most textbooks (with long paragraphs and long involved sentences), therefore readers should read using the three steps outlined above.
- b. For informal style (paragraphs and shorter sentences), the readers should read using the first two steps only.

2. Scanning

Scanning is the process of quickly searching for a particular piece or piece of information in a text. The purpose is a scan to extract certain information without reading the entire text. It is basically fast reading.²²

Scanning is not skimming because the reader is not concerned with the broader meaning of the text, but the details.²³ Scanning thing for some particular piece or pieces of information in a text.²⁴

Scanning refers to a technique when a person looks inside provided text or documents to look for some specific text such as several keywords. In this technique, the readers look for specific information within a text such as places, names, and dates, among others.²⁵

²² Mikulecky, B. S., *Advanced reading power: Extensive reading, vocabulary building, comprehension skills, reading faster*. White Plains, N. Y.: Pearson. 2007.

²³ Sutz, R, *Speed reading for dummies*. Hoboken, NJ: Wiley Pub. 2009. 65.

²⁴ Muslaini, *Strategies for Teaching Reading Comprehension*. Syiah Kuala University. Banda Aceh. 2017. 21.

²⁵ Brown, *Language assessment: Principles and classroom practices*. San Francisco, CA: Pearson Education. 2003. 76.

The procedures of scanning technique are:²⁶

- a. Keep in mind only the particular information to be found out.
- b. Make a choice, which clues would support the finding of the required information.
- c. Have a rush view and sweeps down the page quickly to find out the clues. If a clue is found, read the section for the required information.

When carrying out the above procedures, the reader should have full concentration while reading, be able to scan two or three search terms describing the information needed and search for italicized, underlined, or bolded words that may carry specific information in the text.²⁷ The table and index within the text can also lead the reader into the information needed.

3. Extensive reading

Extensive Reading is one of an approach to language reading. When learners read extensively, they enjoyable books to build their reading speed and fluency. The extensive reading is effective in improving students reading comprehension achievement may be caused by several reasons:²⁸

²⁶ Olson, *Teaching and researching reading in secondary school*. Atlanta: Georgia State University. 1972. 54.

²⁷ Sutz, R, *Speed reading for dummies*. Hoboken, NJ: Wiley Pub. 2009. 69.

²⁸ Sarwo Edy, *The Effectiveness of Extensive Reading on Students' Reading Comprehension Achievement as Observed from Students' Motivation*. STAIN Curup. Bengkulu. 2014. 57.

- a. The extensive reading activities can provide comprehensible input for general language competence.
- b. Extensive reading can increase knowledge of vocabulary.
- c. Extensive reading lead to an improvement in writing, motivate learners to read.
- d. Extensive reading can increase the students' exposure to the language.
- e. Extensive reading can consolidate previously learned language.
- f. Extensive reading program can help to build confidence with extended texts.
- g. Extensive reading program also can encourage the exploitation of textual redundancy.
- h. Extensive reading program can facilitate the development of prediction skills.

Those benefits can make student comprehend reading texts well with all aspects beyond reading activities

4. Intensive reading

Intensive reading is generally slower and requires a higher level of comprehension in extensive reading. Intensive reading usually involves text that is more than 500 words long.²⁹ Intensive reading refers to a detailed focus on the construction of reading text which

²⁹ Gholamhossein Shabani, *The Degree of The Effectiveness of Paraphrasing vs Summarization as Reading Tasks*. International Conference on Languages, Literature and Linguistics IPEDR vol.26. IACSIT Press, Singapore. 2011. 518.

takes place usually in the classroom.³⁰ Reading shorter texts to extract specific. This is an accuracy activity involving reading for detail.

In short, intensive reading requires a deep and thorough understanding of the detailed comprehension of very short texts. The objective is to achieve a full understanding of the logical argument, the rhetorical arrangement or pattern of the text such as its symbolic, author's purposes, emotional, social aspects, attitudes, and the linguistics means that he uses to reach his ends.

b. Levels of Reading Comprehension

1. Literal Comprehension

Explicit understanding of ideas and information in reading.

Abilities: a. Knowledge of words meanings, b. Recall of details directly stated or paraphrased in own words, c. Understanding of grammatical clues verb, subject, conjunctions, pronouns, and so forth, d. Recall of the main idea explicitly stated and e. Knowledge of the sequence of information specified in that passage.³¹

2. Interpretive Comprehension

Understanding of ideas and information that are not explicitly stated in the text. Abilities: a. Reason with the information presented to understand the author's tone, attitude, and purpose, b.

Infer factual information, comparisons, main ideas, cause-effect

³⁰Broughton et al. *Reading as a Language Skill*. Bandung. 1978. 11.

³¹Tuti Risnawati, *The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension*, University of Muhammadiyah Sumatera Utara, 2018. 25.

relationships not explicitly stated in the passage, and c. Summarization of story content.

3. Critical Comprehension

Analyze, evaluate, and personally react to the information presented in a section. Abilities: a. Personally reacting to information in a passage indicating its meaning to the reader and b. Analyzing and evaluating the quality of writing in terms of some standards.

c. Part of Paragraph

1. Topic Sentence

The Topic sentence is the sentence that states the main idea, the author's most important point.³² The topic sentence is a sentence in the introduction that tells the reader what your paper will be all about. In other words, it gives them a look into your topic.

The topic sentence can be found anywhere in the paragraph, but there are some places where it is more likely to appear. Topic sentences are often the first sentence of the paragraph, sometimes the topic sentence comes at the end of a paragraph. In some cases, the topic sentences appear in the middle of the paragraph.

2. Main Idea

Main Idea sentences are sentences that support your topic. These sentences appear first in the body paragraph, they tell the reader

³² Reid, Joy M. *The Process of Paragraph Writing*. USA: Prentice-Hall Inc. 1994. 36.

about the details in the topic. The main idea is the most important point the writer makes on the topic.³³

3. Supporting sentence

Supporting sentences are sentences that develop the topic sentence.³⁴ supporting sentences that develop the topic sentence by giving definitions, examples, reasons, facts, comparison, incident, analogy, cause and effect, statistics, and quotations. Development means supporting the main idea or generalization with specifics.³⁵

The supporting sentence explains the main idea of the topic sentence. They provide evidence to convince the reader of the truth of a claim, statement, or opinion. You might regard the topic sentence as an argument (view) to be proven. The support sentences supply evidence in the form of facts, definitions, examples, reasons, or illustrations to back up the claim in the topic sentence.

4. The concluding sentence

The concluding sentence is the last sentence that concludes the points of the paragraph. A Concluding sentence is a sentence that summarizes the main points of the paragraph.³⁶ It signals the end of

³³ David A. Sousa, *How the Brain Learns*. Thousand Oaks: Corwin Press. 2006. 48.

³⁴Yudi Agus Prananda. *Students' Ability in Writing Paragraphs Using Structure of The Paragraph in Argumentative Essay By The Sixth Semester of English Study Program of Muhammadiyah University of Bengkulu*.2011. 9.

³⁵ Saraka. *From Paragraph to Essay: Concepts and Practice*. Jakarta: Departemen Pendidikan dan kebudayaan. 1988. 30.

³⁶Dietsch, Betty Mattix. *Reasoning and Writing Well*. New York: Mc Graw- Hill Companies, Inc. 1998. 78.

the paragraph and leaves the reader with important ideas to think about. It can be written as the same as the topic sentence but in different words.

For concluding sentences, there are five techniques that can be used in a paragraph. They are:³⁷

- a. Summarizes the material in the paragraph.
- b. Offers a solution to the problem stated in the paragraph.
- c. Predict a situation that will result in or occur from the statement made in the paragraph.
- d. Makes a recommendation concerning the materials presented in the paragraph.
- e. States a conclusion to the information given in the paragraph.

2. Recount Text

a. Definition Recount Text

Recounts are sections of text that retell past events, usually, in the order, they occurred.³⁸ The purpose of recount text is to provide a description to the audience of what happened and when it happened.

A recount is a reconstruction of something which happened in the past. It is a sequence of events that unfolds over time and its purpose is to tell what happened. The recount text begins by telling the reader who was involved, what happened, when it happened, and where this event occurred. The sequence of events is to describe in

³⁷ Reid, Joy M. *The Process of Paragraph Writing*. USA: Prentice-Hall Inc. 1994. 42.

³⁸ O'hara, Shelley. *Improving Your Reading Skill*. Pustaka Pelajar. Yogyakarta. 2009. 114.

some stories of order, for instance, a time order. The recount's generic structure consists of three parts; they are settings or orientations, events, and conclusions. Setting or orientation is background information about who, when, where, and why. This is where you outline what you wrote. write about things that happened and identified and described in chronological order. And the conclusion express a personal opinion regarding the events described. A recount has a title, which concise. Because recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words) and of adverb (describe or add more detail to a verb). It describes the word of the events which link events such as next, later, when, then, after, before first. The lexicogrammatical features of recount focus on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.³⁹

b. Grammatical Features of Recount

The common grammatical features of recount text are:

1. Proper Nouns

A proper noun functions exactly the same way a common noun does, in that it is a person, idea, place, or thing. However, this proper noun is capitalized. Proper nouns include the days of a

³⁹Tuti Risnawati, *The Effect of Applying Snowball Throwing Model Assisted by Audio on The Students' Reading Comprehension*. University of Muhammadiyah Sumatera Utara, 2018. 29.

week, the months of the year, cities, towns, streets, countries, states, and brands.⁴⁰

2. Pronoun

A pronoun is a word that replaces a noun, noun clause, or a noun phrase. Pronouns are a part of traditional language. Pronouns can function as subjects, objects, or complements in a sentence. Pronouns is a closed word class in English. There are several pronouns which often found in recount text that is Personal pronoun, a reflexive pronoun, possessive pronoun, etc. Common pronouns are I, me, you, she, her, he, him, they, them, mine, yours, his, hers, and theirs. One of their function is to save repeating nouns.

3. Simple Past Tense

Simple past tense is a tense to show activity has done in the past time. The past tense is used to refer to events that occurred in the past. The simple past tense is used for completed action that happened at one specific time in the past.⁴¹

The form of past tense:

a. Nominal form

| |
|---|
| SUBJECT + TO BE (WAS/WERE) + COMPLEMENT |
|---|

⁴⁰Resmi, Wijaya, and Suhartono. *Improving Students' Reading Comprehension of Recount Text through Students Team Achievement Decision (STAD) Technique*. Tanjung Pura University. Pontianak. 2012. 13.

⁴¹ Kurniawan, Arief and Yeni Yuniawati. *Mengeksplorasi Jenis-Jenis Teks Bahasa Inggris*. Jakarta: Multi Kreasi. 2010. 133.

Example:

I was a student four years ago

They were children ten years ago

He was in that building yesterday

b. Verbal form

| |
|-------------------------------|
| SUBJECT + VERB 2 + COMPLEMENT |
|-------------------------------|

Example:

I studied English last week

Tharel went to school yesterday

We visited the grocery store yesterday

4. Adjective

An adjective is a word or phrase that is used to modify a noun or pronoun.

For example :

a. The cat is big and black

In this example, *big* and *black* are adjectives because they modify the noun *cat*.

b. The badminton team is *good*

In this example, *badminton* modifier *team*. However, *badminton* is not an adjective because it is not predicative of the noun. *Good* is the only adjective in the sentence.

5. Action verbs

Action verb is a word that show that someone or something is doing.

For example:

- a. He accepted the job offer

In this example, *accepted* is action verb

- b. The dog sat by the window

In this example, *sat* is action verb

6. Conjunction and time connective

Conjunction are linking word which join groups of words and sentences. If the students do not use enough of them, the sentence will seem abrupt. Many common conjunction, they are *and*, *because*, *after*, *after that*, *for*, *or*, *but*, *etc.*

For example:

- a. She felt motivated *because* his result had improved.
- b. I was tired *but* I continued to work *and* I started to make mistakes.

7. Adverbs

Adverbs modify verbs, adjective, other adverbs, and even whole clauses. Adverbs can tell us how something is done, when it is

done and where it is done. Example of some common adverbs are: really, especially, quickly, well, early, immediately, yesterday.⁴²

c. Generic Concepts of Recount

There are three generic structure of recount. They are:⁴³

1. Orientation: provides the setting and produces participants. It provides information about who, where and when.
2. Record of events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluative remarks, which are interpreted throughout the record of events.
3. Re-orientation: optional-closure of events. It is rounds of the sequences of events.

d. Types of Recount

There are three types of recount

1. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).⁴⁴
2. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

⁴² Asriani Hasibuan, *Students' Errors in Using Lexicogrammatical Features in Writing Recount Text (A Study at the X Grade Students of SMA Negeri 4 Padangsidempuan 2016/2017 Academic Year)*. Institut Pendidikan Tapanuli Selatan. 2017. 27.

⁴³ Pradini, Amalia. *Exploring How Recount Text Works*, Bogor. 2010. 7.

⁴⁴ Dian Nuryati. *Improving Students' Reading Comprehension in Recount Text by Using Snowball Throwing at Grade VII SMPN 4 Pagaran Tapah Darussalam Provinsi Riau*. Riau: Universitas Pasir Pangaraian. 2015. 15.

3. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

3. Snowball Throwing Technique

a. Definition of Snowball Throwing Technique

Snowball throwing is a technique have used to improve the student's attention in reading comprehension of text.⁴⁵ Snowball Throwing is a technique where students are active in learning activities. it is a way for students to teach each other important concepts and information.⁴⁶ The snowball throwing model can be used as a grouping strategy. Students can be responsible for extracting larger information that is randomly.⁴⁷ Snowball Throwing technique as a way in teaching -learning speaking in the form question and answers through play and throw snowball in group to other group or in group individually.⁴⁸

Snowball throwing is model which make students can decrease worries and enjoy in learning reading, it encourages creative thinking.

⁴⁵Jumerli Ariati, *Snowball Throwing on Students' Reading Comprehension*. English Journal for Teaching and Learning Vol. 07 No. 02 December 2019. 11.

⁴⁶Grabe and Fredicka L. Stoller, William. *Teaching and Researching Reading*. UK: Pearson Education. 2002. 17.

⁴⁷Richard, Jack C. and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. USA: Cambridge University Press. 2001. 204.

⁴⁸Sinta Elvira, *The Effectiveness of Using Snowball Throwing Technique Toward The Students' Speaking Skill Mastery*. Tulungagung: May, 2016. 25.

Students can increase their reading comprehension and making motivated students for learning.⁴⁹

Snowball throwing is a method learning that started with formation group that started from chairman group for get a task from the teacher, then all of students make a question that formed like as ball (question paper) so throwing with another students, after that will be answered question from the ball that get it.⁵⁰

Based on the definition of the researcher, Snowball throwing is a learning technique reading comprehension as an attempt to facilitate the students inserts the topic to avoid students less active in reading. Snowball throwing model is advantageous in bringing students to the situation where they can understand not only the text for preparing to ask and be asked in the teaching and learning process.

b. Advantages of Snowball Throwing Technique

There are many advantages to using the snowball throwing technique in the classroom; they are as follows:

1. Snowball throwing trains the agility of the students.
2. Snowball throwing technique encourages students to interact communicate with other students.

⁴⁹Farhan. 2012. *Model Pembelajaran Kooperatif Tipe Snowball Throwing*. From <http://www.model-pembelajaran-kooperatif-tipe.html>. Retrieved on 22 Maret 2020. 106.

⁵⁰Mukhtari. *Penerapan Metode Pembelajaran Snowball Throwing dengan Penilaian Portofolio dalam Upaya untuk Meningkatkan Pemahaman Materi Segitiga Siswa Kelas VII A SMP Islam 02 Pujon Tahun Pelajaran 2007/2008*. Jurnal Pendidikan. Vol 2, Nomor 1. 2010. 6.

3. Snowball throwing technique trains the concentration of students in learning.
4. The students are motivated and challenged.
5. Snowball throwing technique is a means to eliminate boredom
6. This technique provides language practice in the various skills of speaking, writing, listening, and reading.

c. Steps of Implementing Snowball Throwing Technique

Based on Suprijono⁵¹ and Istarani,⁵² the procedure used in this study for the Snowball Throwing was as follows:

- a. The teacher explains the material to be presented.
- b. She formed students into groups of 5-6 people and appointed the group leader.
- c. She called the group leader and explained the subject matter to them.
- d. The teacher asks all students to sit in their groups.
- e. The group leader returns to the group and explains the material and assignments to his group members.
- f. After that, each group is given a sheet of paper and they have to write down one question.
- g. Then, each group rolls their paper into a ball and this paper snowball is thrown from one student to another for 5 to 10

⁵¹ Suprijono, A. *Cooperative Learning: Teori dan aplikasi PAIKEM (10th Ed.)*. Yogyakarta: Pustaka Pelajar, 2013. 34.

⁵² Istarani. *Model Pembelajaran Inovatif, Referensi Guru Dalam Menentukan Model Pembelajaran*. Medan: Penerbit Media Persada. 2012. 27.

seconds. The purpose of making each sheet of paper into a paper snowball is to give students the feeling that they are playing so that they will enjoy learning English.

- h. When the student gets a ball with questions, he or she has to verbally answer the questions written on the paper. He must provide his advice or opinion to answer the question. Then he threw the ball at the other students. The same is done by students who get the ball.
- i. To facilitate learning for students, teachers help students with problems. To enrich the interaction between them, the teacher also asks some questions and asks for help to answer them from students.
- j. The teacher then evaluates the learning process and provides feedback to students about the activities they have just done.

C. Theoretical Framework

Reading is an active and interactive activity to mentally and vocally reproduce words and try to understand the contents of the reading text.⁵³

Snowballs throwing is a learning model that makes students happy and can reduce anxiety in the learning process. Snowballs throwing can train students to think more deeply about receiving messages from others and conveying these messages to other friends. These questions, keywords, or

⁵³Agus Rahmat, *Small Group Discussion Strategy Towards Students' Reading Comprehension of SMA Negeri 11 Bulukumba*. STMIK Handayani Makassar, 2017. 18.

message used by paper than press it is a paper ball and throws the ball to other students. Students who get the paper ball then open it and answer the questions and do something according to the command of the paper ball. In addition, snowball throwing encourages active student participation in the classroom, because this learning model contains rich communication in which students must be active.⁵⁴

This research has two variable, independent and dependent. Furthermore X and Y symbols are needed to distinguish between two sentences. Symbol X used for independent and symbol Y used to dependent, such as:

X : Snowball Throwing Technique

Y : Recount Text

D. Hypothesis.

The hypothesis is formulated as follows:

H₀ = there is no effect significant of Snowball throwing technique to improve recount text

H_a = there is effect significant of Snowball throwing technique to improve recount text

⁵⁴ Fatmawati, *The Use of Snowball Throwing Learning Model in Improving the Writing Ability*. Journal of English Education and Development, 2018

CHAPTER III

RESEARCH METHOD

The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities concluded by the researcher. It involves research design, population, sample research instrument, data collection technique, and data analysis technique

A. Research Design

The research design used was the quantitative research method. Quantitative research is a tool for testing objective theories by examining the relationship between variables. These variables can in turn be measured in a distinctive way on the instrument, so that numbered data can be analyzed using statistical procedures.⁵⁵

In this research, the researchers used experimental research. Experimental is a scientific investigation in which the investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation along with the manipulation of the independent variable.⁵⁶ This research was conducted in an experimental research design with pre-test and post-test design, which uses two groups as a sample.

⁵⁵John W. Creswell. *Research Design Third Edition Quantitative, Qualitative, and Mixed Methods Approaches*. 2009. 4.

⁵⁶Daniel Muijs. *Doing Quantitative Research in Education with SPSS*. London: Sage Publication Ltd. 2004. 1.

For this research, the researcher used quasi-experimental research. Quasi-experimental designs are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.⁵⁷ In conducting the research, the eighth-grade students at SMPN 1 Babadan Ponorogo participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading recount text. After that, they were given treatment in the middle. In the end, they were given a post-test. In this research, the pre-test and post-test were compared to determine the effect of using the Snowball Throwing Technique in improving students' reading comprehension on the recount text.. The design of the research can be illustrated as follows: taught by the conventional method. Both of group was given pre-test and posttest with the same material and test. The treatment was conducted after the pre-test. A significant influence was got by comparing the pre-test and post-test results.

Table 3.1 Design of the study

| Sample Group | Pre-test | Treatment | Post-test |
|---------------------|-----------------|--------------------------|------------------|
| D | O_1 | Snowball Throwing | O_2 |
| F | O_1 | Conventional | O_2 |

Note :

O_1 = Pre-test

⁵⁷Donal Ary, Cheser Jacobs, and Cris Sorensen, *Introduction to Research in Education (8th edition)*. (Canada: Wardsworth Cengage Learning, 2010). 302.

O_2 = Post-test

D = Experimental sample

F = Controlling sample

Experiment class was a class that was given treatment by using Snowball Throwing Technique and control class was given without Snowball Throwing Technique.

B. Population and Sample

1. Population

A population is a group of individuals having the same characteristic.⁵⁸ The population must be quantifiable, accessible, and related to the purpose of the research.⁵⁹ Aside from that population is a set (or collection) of elements processing one or more attributes of interest.⁶⁰ therefore, the population is the larger group to which one hopes to apply.⁶¹

The population of this research was taken from the eighth grade students in SMPN 1 Babadan Ponorogo. Which consist of 6 classes:

Table 3.2 Eighth Grade Students of SMPN 1 Babadan Ponorogo

| Class | Total Students |
|--------|----------------|
| VIII A | 30 Students |

⁵⁸Geoffrey Marczyk, et al. *Essentials of research design and methodology* (New Jarsey: John Wiley & Son, inc., 2005). 42.

⁵⁹Mark Balnaves and Peter Caputi. *Introduction to Quantitative Research Methods :An Invesrigate Approach*. London: British Library Catalogius, 2001. 91.

⁶⁰Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 2010. 173.

⁶¹Jack R. Fraenkel, et al. *How to Design and Evaluate Research in Education*. New York: Mc Grow Hill Companies. 1932. 122.

| | |
|--------|-------------|
| VIII B | 30 Students |
| VIII C | 30 Students |
| VIII D | 25 Students |
| VIII E | 24 Students |
| VIII F | 25 Students |

Students eighth A until C class consist of 30 students in each class, meanwhile D class consist of 25 students, the eighth E at least consist of 24 students, and the eighth F consist of 25 students in the class. So total students of the eighth grade of SMPN 1 Babadan Ponorogo is 164 students.

2. Sample

The smaller number of accessible populations is called a sample.⁶² The researcher used a cluster random sampling technique. Cluster random sampling involves grouping the population and selecting the groups or the clusters rather than individual elements for inclusion in the sample.⁶³ The researcher used this technique because the object study is not based on individuals but based on groups. In this research, the researcher took two classes as a sample. They were the eighth D class and the eighth F class and the total numbers are 50 students. The classes were divided into two groups; they are an experimental group and a control group. The eighth D

⁶²Latief, Mohammad Adnan. *Research Method on Language Learning*. An Introduction. Malang. UM Press. 2011. 181.

⁶³ C.R Kothari, *Research Methodology: Methods and Techniques*. New Delhi. New Age International Publisher. 2004. 16

class becomes the experimental group and the eighth F class becomes the control group.

Table 3.3 Sample of Research

| No | Class | Sample |
|-------|--------|--------|
| 1 | VIII D | 25 |
| 2 | VIII F | 25 |
| Total | | 50 |

This research applied cluster random sampling which is a purpose to determine both the experimental class and the control class. in cluster random sampling, the samples were taken as a group.⁶⁴ Cluster random sampling is ideal when it is impossible or impractical to compile a list of the elements composing the population.⁶⁵

The steps to decide the control class and the experimental class:

1. The paper consisted of 2 names of the classes in eighth grade was provided by the researcher.
2. The paper rolled would put into a box.
3. Next, the research shook the rolled paper in the box, if one of both the rolled paper come out unto the box, it is named as an experimental class. until the first rolled paper comes out of it and then this rolled

⁶⁴Sutrisno Hadi, *Methodology Research 1*. Yogyakarta: Andi Offset, 2000. 32.

⁶⁵John W. Creswell. *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 148.

paper was taken as the experimental class and the second rolled paper was as the control class.

C. Research Instrument

The instrument for collecting the data were designed in order to gain the resolve of the study. In this research, the instrument of data collection tests. The instrument of data collection can show in the table below:

Table 3.4 Instrumen of Data Collection

| Title | Variable | Indicator | Subject | Technique | Item |
|--|--|--|--|--|---|
| The Effectiveness of Snowball Throwing Technique to Improve Students Reading Comprehension on Recount Text at The Eighth Grade of SMPN 1 Babadan Ponorogo in The Academic Year 2019/2020 | Effectiveness of Snowball Throwing Technique | Some steps of implementing STT in the classroom are follows. 1. Teacher extends the material. 2. Teacher forms the students into groups, and calls each leader of the groups to give explanation about the material. 3. Each group leader comes back to their group and explains the material to their group. | The Eighth Grade of SMPN 1 Babadan Ponorogo in The Academic Year 2019/2020 | Objective Test (Multiple Choice Questions) | Multiple Choice Question : 20 number (recount text) |

| | | | | | |
|--|--|--|--|--|--|
| | | <p>4. Every student is given one worksheet for writing one question about the material explained by the group leader.</p> <p>5. For each group there are three questions; the paper is rolled into a ball and thrown from one student in a group to the other student in the other group for approximately 2 minutes.</p> <p>6. After the student gets one ball (one question), he or she is given chance to answer the question written on the paper.</p> <p>7. Every group has their turn to</p> | | | |
|--|--|--|--|--|--|

| | | | | | |
|--|--------------------------------------|--|--|--|--|
| | | <p>answer the question; the group that answers wrongly and gets the lowest score is given a penalty.</p> <p>8. Conclusion</p> <p>9. Evaluation.</p> | | | |
| | Improvement of Reading Comprehension | <p>There are main ways in reading as follows:</p> <ol style="list-style-type: none"> 1. Skim mig 2. Scanning 3. Extensive reading 4. Intensive reading | | | |

In this research the instrument used to collect data is multiple-choice. it is used for pre-test and post-test.

Multiple-choice tests are a way of testing. The multiple-choice format can be used with words in a sentence context, or words in whole texts. The test uses four alternatives (a, b, c, or d) in each item, and the students are required to choose the correct answer by crossing one of four options provided in the test sheet. The indicators appropriate for eighth-grade students of junior high school.

1. Validity Test

Validity is the most important idea to consider when selecting or preparing an instrument for use.⁶⁶ It means the extent to which the conclusions made from the assessment results are meaningful, appropriate, and useful in terms of the purpose of the assessment.⁶⁷

In this research, the researcher uses SPSS to measure validity. To find out the validity of the test, we can use Pearson's product-moment correlation.

Table 3.5 Test of Validity

| No Items | r count | r table | Result |
|----------|---------|---------|---------|
| 1 | 0,063 | 0,344 | Invalid |
| 2 | 0,209 | 0,344 | Invalid |
| 3 | 0,216 | 0,344 | Invalid |
| 4 | 0,305 | 0,344 | Invalid |
| 5 | 0,627 | 0,344 | Valid |
| 6 | 0,585 | 0,344 | Valid |
| 7 | 0,527 | 0,344 | Valid |
| 8 | 0,478 | 0,344 | Valid |
| 9 | 0,102 | 0,344 | Invalid |
| 10 | 0,537 | 0,344 | Valid |
| 11 | 0,373 | 0,344 | Valid |
| 12 | 0,446 | 0,344 | Valid |
| 13 | 0,387 | 0,344 | Valid |
| 14 | 0,593 | 0,344 | Valid |
| 15 | 0,629 | 0,344 | Valid |
| 16 | 0,547 | 0,344 | Valid |
| 17 | 0,452 | 0,344 | Valid |
| 18 | 0,160 | 0,344 | Invalid |
| 19 | 0,616 | 0,344 | Valid |

⁶⁶Jack R. Fraenkel, et al. *How to Design and Evaluate Research in Education*. New York: Mc Grow Hill Companies. 1932. 182

⁶⁷H. Douglas Brown. *Language Assesment Principles and Classroom Practice*. New York. Longman. 2000. 22

| | | | |
|----|-------|-------|---------|
| 20 | 0,280 | 0,344 | Invalid |
| 21 | 0,402 | 0,344 | Valid |
| 22 | 0,272 | 0,344 | Invalid |
| 23 | 0,467 | 0,344 | Valid |
| 24 | 0,477 | 0,344 | Valid |
| 25 | 0,296 | 0,344 | Invalid |
| 26 | 0,446 | 0,344 | Valid |
| 27 | 0,501 | 0,344 | Valid |
| 28 | 0,207 | 0,344 | Invalid |
| 29 | 0,736 | 0,344 | Valid |
| 30 | 0,353 | 0,344 | Valid |
| 31 | 0,466 | 0,344 | Valid |
| 32 | 0,551 | 0,344 | Valid |
| 33 | 0,128 | 0,344 | Invalid |
| 34 | 0,600 | 0,344 | Valid |
| 35 | 0,044 | 0,344 | Invalid |
| 36 | 0,296 | 0,344 | Invalid |
| 37 | 0,361 | 0,344 | Valid |
| 38 | 0,234 | 0,344 | Invalid |
| 39 | 0,504 | 0,344 | Valid |
| 40 | 0,467 | 0,344 | Valid |

From the above table, it showed the result of the validity test. To knowing valid or invalid, if the value of r count $>$ than r table was valid and if the value of r count $<$ r table, it was invalid. The value of r table based on table product-moment with significance 5% (0,05) and $N=33$ their index is 0,344. There were 14 items invalid (1, 2, 3, 4, 9, 18, 20, 22, 25, 28, 33, 35, 36, 38) and more than it was valid (26 items). From the valid items, the researcher took 25 items that used to pre-test and post-test.

2. Reliability Test

Reliability is concerned with the effect of such random errors of measurement on the consistency of scores.⁶⁸ Actually, the ideal test should be both valid and reliable. In this research, the researcher also used SPSS 23 for windows to know the reliability of test instruments.

Table 3.6 Test of Reliability

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .899 | 26 |

From of the calculation above, the reliability of students' reliability instrument is 0,899. The value of reliability is consulted r table on the significance level of 5%. The value of the r table is 0,388. Because the value of r index reliability is 0,899 > than r table 0, 388 so the test is reliable.

D. Technique of the Data Collection

The data were collected from the pre-test and post-test.

1. Pre-Test

The pre-test was carried out in both the experimental group and the control group before the treatment or teaching presentation. The pre-test was conducted to determine students' reading comprehension with their scores.

⁶⁸Ary, Donald. Jacobs, Lucy C. Razavieh, Asghar. *Introduction to Research in Education*. USA: Wadsworth Thomson learning. 2002. 250.

2. Treatment

To determine the effect of teaching reading comprehension by using the snowball throwing technique..

Table 3.7 The Teaching Procedures for Experimental Group

| No | Teacher's Activities | Student's Activities |
|----|---|--|
| 1 | <p>Opening</p> <ul style="list-style-type: none"> - The teacher will greet the students. - The teacher will guide the students to explain the material related. | <ul style="list-style-type: none"> - The students will answer the teacher's greeting |
| 2 | <p>Main Activities</p> <ul style="list-style-type: none"> - Teacher will explain recount text (its definition, orientation, complication, resolution, reorientation, language features). - Teacher makes some of the students' group and calls each of group leaders to give the explanation about the material. | <ul style="list-style-type: none"> - Each group's leader is back to their group and then explains about the material told by teacher to their friends. - The students listen the teacher and read the text - Each of group members writes one question that has correlation with the material on the paper. |

| | | |
|----------|--|--|
| | | <ul style="list-style-type: none"> – The students get one paper or question, then they are given a chance to answer written question on the paper such a ball |
| 3 | Closing <ul style="list-style-type: none"> – Teacher together with the students will conclude the material of the lesson | <ul style="list-style-type: none"> – The students together with the teacher will conclude the material. |

Table 3.8 The Teaching Procedures for Control Group

| No | Teacher's Activities | Student's Activities |
|----------|--|---|
| 1 | Opening <ul style="list-style-type: none"> – The teacher will greet the students. | <ul style="list-style-type: none"> – The students will answer the teacher's greeting |
| 2 | Main Activities <ul style="list-style-type: none"> – The teacher will give a text to the students. – The teacher will read the text first to show how the way make to comprehend by | <ul style="list-style-type: none"> – The students try to comprehend. -Students will listen to teacher carefully. – The students will read the text in front of class. |

| | | |
|---|--|---|
| | <p>conventional method.</p> <ul style="list-style-type: none"> -The teacher will choose some students to read aloud or will be read in front of class. -The teacher will ask the students to find out the meaning of difficult words. -The teacher will ask the students to translate the text. | <ul style="list-style-type: none"> - The students will find the meaning of the text by finding the meaning of difficult words in dictionary. - The students will translate the text |
| 3 | <p>Closing</p> <ul style="list-style-type: none"> - The teacher will ask the students to answer the question below the text. - The teacher together with the students will answer the questions. | <ul style="list-style-type: none"> - The students will answer the question below the text. - The students together with the teacher will answer the questions |

3. Post-Test

After conducting the treatment, a post-test was given and analyzed as the final data for this study. The test given is the same as the test given in the pre-test.

E. Technique of Data Analysis

The final aspect of the research methodology is data analysis. This is the method used to determine the effect of the snowball throwing technique on students' reading comprehension. The data analysis technique used by researchers in this study is the assumption test.

1. Normality Test

The normality test is used to see whether the distribution of the instrument's response is normal or not. Furthermore, the Normality test is used for graphical normality assessment. The normality test can be performed in the SPSS explorer procedure (statistical descriptive analysis-explorer-normality plots with test).⁶⁹

2. Homogeneity Test

A homogeneity test is used to determine the similarity of the population. The homogeneity test is used to find out before we compare several groups. In this study, researchers will use the SPSS 23 for windows program to calculate the homogeneity test.

⁶⁹Asghar Ghasemi, *Normality Test for Statistic Analysis: A guide for non Statistician*. Vol 2. No. 10.2012. 487.

3. Hypothesis Test

The result of data as processed by comparing with the first data to see the whether there will be a significant difference score between snowball throwing technique and conventional method. The hypothesis will be stated as the following: Snowball Throwing Technique to Improve Students Reading Comprehension on Recount Text at The Eighth Grade of SMPN 1 Babadan Ponorogo in The Academic Year 2019/2020.

Data analysis is the processing of data obtained using formulas or rules that apply to the research or design approach taken. The researcher used t_{test} to analyse the data. It was used to compare the students reading comprehension that divided into two groups. The first group was using Snowball Throwing Technique and second group was using conventional method. The researcher used SPSS Program from windows to calculate the result.

The criteria of testing hypothesis, as below:

- a) H_0 : if $t\text{-test} < t\text{-table}$ in significant degree 5%
- b) H_a : if $t\text{-test} > t\text{-table}$ in significant degree 5%

CHAPTER IV

RESEARCH RESULT

In this chapter, the research related to data description, analysis of the data, discussion, and interpretation.

A. General Location

1. Geographical Location

SMPN 1 Babadan is located on Jl. Teuku Umar, Babadan Village, Babadan Sub-district, Ponorogo District, and the Postal code is 63491.

2. Vision and Missions of SMPN 1 Babadan Ponorogo

a. Vision

Very good in achievement, knowledge, technology, culture, and caring for the environment.

b. Missions

1. Develop active, creative, innovative, and fun learning programs
2. Develop students' potential through ICT-based learning
3. Develop the potential of students in the fields of sports and art
4. Creating discipline, cleanliness, and noble character
5. Establish a good and average relationship between local residents, agencies, and the community

c. Motto

“Building togetherness to create a conductive, aspirational, and innovative school”

B. Time of Research

This research was conducted in February 10th – 20th 2020. The schedule for experiment and control class can be seen in the table below:

Table 4.1. Schedule of Experimental Class

| Date | Activities |
|---------------------------------|------------------|
| February, 10 th 2020 | Pre-test |
| February, 11 th 2020 | First treatment |
| February, 17 th 2020 | Second treatment |
| February, 18 th 2020 | Post-test |

Table 4.2 Schedule of Control Class

| Date | Activities |
|---------------------------------|------------------|
| February, 10 th 2020 | Pre-test |
| February, 13 th 2020 | First treatment |
| February, 17 th 2020 | Second treatment |
| February, 20 th 2020 | Post-test |

C. Data Description

In this research, the researcher used quasi-experimental as the research design. It means that the researcher took two groups as a sample, one class as an experimental group, and one class as a control group. The population that was used in this research was the eighth-grade students of SMPN 1 Babadan Ponorogo in the academic year 2019/2020. The researcher took 50 students as

a sample there are VIII D as the experimental class consist of 25 students and VIII C as a control class consist of 25 students. In the experimental class, the researcher used a snowball throwing technique on recount text, while the control class was taught by using conventional methods on recount text. At the end of the research, the researcher wants to compare the result of the test between students are taught using the snowball throwing technique and students aren't taught using the snowball throwing technique.

1. The Procedure of the Research in Experimental Class and Control Class.

In the experimental class, the researcher taught the students by using the snowball throwing technique. The learning process was done in a set of the learning process involved in this study pre-test, first treatment, second treatment, and post-test.

While in control class, the researcher didn't teach by using a snowball throwing technique but the researcher used the conventional method on recount text.

Before giving the treatment in each class, the researcher gave the pre-test for both classes to know the students' abilities in each class. The form of a pre-test was a written test.

After two meetings for the treatment by using the snowball throwing technique and two meetings for the control class which is taught by using the conventional method. The researcher held a post-test for both

the experimental class and the control class. It was aimed to know students' achievement after giving treatment.

2. Students' Score in Experimental Class

a. The Result of Pre-Test in Experimental Class (VIII D)

The table below showed the score who are taught by using the snowball throwing technique in reading comprehension on recount text.

Table 4.3 Pre-Test Score of Experimental Class

| NO | NAMA | L / P | PRE-TEST |
|----|--------------------------------------|-------|----------|
| 1 | AGIL DEVATARA | L | 45 |
| 2 | AHMAD WAHYU PRASETYO | L | 65 |
| 3 | AHSAN NABAWI MAULANA AHMADI | L | 60 |
| 4 | ALVINA FEBRI FERNANDA | P | 40 |
| 5 | ANDIKA KUSTIANTO | L | 85 |
| 6 | ARIF MUSTHOFA KAMALI | L | 40 |
| 7 | ARYA DWI MAHENDRA | L | 75 |
| 8 | AURELLIA ATIKA PUTRI YUDHA ASMARA | P | 45 |
| 9 | AWANG PANGESTU | L | 60 |
| 10 | DESVITA FITRI MEGANTARI | P | 75 |
| 11 | JALU EKA SAPUTRA | L | 50 |
| 12 | LAORA GITA NABILA | P | 40 |
| 13 | LUKY AGUSTINA PUTRI PRATAMA | P | 50 |
| 14 | MOCHAMAD ROMADHON | L | 45 |
| 15 | MUHAMAD NIZAM ARJUNA | L | 45 |
| 16 | NESSA ANGELINA CINDI PRATAMA | P | 80 |
| 17 | RAFIE IQBAL ZAAFARANI | L | 40 |
| 18 | REFANY JULIANATASARI | P | 55 |
| 19 | SALSABILA AULIA PUTRI | P | 60 |

| | | | |
|-------|-----------------------------|---|------|
| 20 | SANDRA FARDILLA NUR WAHYUNI | P | 55 |
| 21 | SYAHRIZAL PUTRA PAMBUDI | L | 60 |
| 22 | TITIN MAHARDIANTI | P | 55 |
| 23 | VALENTIN DWI FEBRIANTI | P | 45 |
| 24 | VERY TRISNANI | L | 55 |
| 25 | VIBIADY SWASTI PRADANA | L | 40 |
| Total | | | 1365 |
| Mean | | | 54.6 |

b. The Result of Post-Test in Experimental Class (VIII D)

The table below showed post-test score of students who are taught by using the snowball throwing technique.

Table 4.4 Post-Test Score of Experimental Class

| No. | NAMA | L / P | POST-TEST |
|-----|-----------------------------------|-------|-----------|
| 1 | AGIL DEVATARA | L | 80 |
| 2 | AHMAD WAHYU PRASETYO | L | 95 |
| 3 | AHSAN NABAWI MAULANA AHMADI | L | 85 |
| 4 | ALVINA FEBRI FERNANDA | P | 75 |
| 5 | ANDIKA KUSTIANTO | L | 95 |
| 6 | ARIF MUSTHOFA KAMALI | L | 75 |
| 7 | ARYA DWI MAHENDRA | L | 95 |
| 8 | AURELLIA ATIKA PUTRI YUDHA ASMARA | P | 80 |
| 9 | AWANG PANGESTU | L | 85 |
| 10 | DESVITA FITRI MEGANTARI | P | 95 |
| 11 | JALU EKA SAPUTRA | L | 85 |
| 12 | LAORA GITA NABILA | P | 80 |
| 13 | LUKY AGUSTINA PUTRI PRATAMA | P | 80 |
| 14 | MOCHAMAD ROMADHON | L | 85 |
| 15 | MUHAMAD NIZAM ARJUNA | L | 80 |

| | | | |
|-------|------------------------------|---|------|
| 16 | NESSA ANGELINA CINDI PRATAMA | P | 95 |
| 17 | RAFIE IQBAL ZAAFARANI | L | 75 |
| 18 | REFANY JULIANATASARI | P | 80 |
| 19 | SALSABILA AULIA PUTRI | P | 85 |
| 20 | SANDRA FARDILLA NUR WAHYUNI | P | 80 |
| 21 | SYAHRIZAL PUTRA PAMBUDI | L | 85 |
| 22 | TITIN MAHARDIANTI | P | 75 |
| 23 | VALENTIN DWI FEBRIANTI | P | 80 |
| 24 | VERY TRISNANI | L | 75 |
| 25 | VIBIADY SWASTI PRADANA | L | 80 |
| Total | | | 2080 |
| Mean | | | 83.2 |

Based on the table above, it shows the result of the pre-test of the students who were taught using the snowball throwing technique. The data show that the highest score of the pre-test is 85 and the lowest score of the pre-test is 40. The total score of the pre-test is 1365 with the mean score of the pre-test is 54.6. Meanwhile, the result of the post-test shows that the highest score of the post-test is 95, while the lowest score of the post-test is 75. The total score of the post-test is 2080 with the mean score of the post-test was 83.2.

3. Students' Score in Control Class

a. The Result of Pre-Test in Control Class (VIII F)

The table below showed the score of who isn't taught by using the snowball throwing technique in reading comprehension on recount text.

Table 4.5 Pre-Test Score of Control Class

| NO | NAMA | L / P | PRE-TEST |
|-----------|--------------------------------------|--------------|-----------------|
| 1 | AMELIA MELANI | P | 50 |
| 2 | ANDIKA SYAHRUL RAMADHANI | L | 65 |
| 3 | ANDREYAN DWI JATMIKO | L | 45 |
| 4 | ANNI MAR'ATUS SHOLIHAH | P | 75 |
| 5 | APRILIA SRI PURWANDARI | P | 55 |
| 6 | ARSY AULIA CANDRAKUSUMA | P | 75 |
| 7 | BAMBANG BAGAS PRASETYO | L | 75 |
| 8 | MOHAMMAD ARIEL RAMADANI | L | 60 |
| 9 | MUHAMMAD TRI WIDODO | L | 55 |
| 10 | MUTIARA CINTA AURELSYA ENDRAYANTI | P | 50 |
| 11 | NABILA FERA PERMATA PUTRI | P | 75 |
| 12 | NURUL LUTFIANI | P | 60 |
| 13 | OKTAVIA CINDY TRYANASARI | P | 75 |
| 14 | PRAMA BAYU AGATA | L | 55 |
| 15 | RAFI WIDI WALUYA | L | 55 |
| 16 | RAYA IPUTYA ANGGANI | P | 45 |
| 17 | REZA ADITAMA GEOFANI | L | 60 |
| 18 | REZY PERMATASARI | P | 70 |
| 19 | RIKO DWI KURNIAWAN | L | 60 |
| 20 | RIZAL IBRAHIM | L | 55 |
| 21 | SEPTIAN WAHYU PRADITYA | L | 65 |
| 22 | SHEVA FERDINAND | L | 50 |
| 23 | SOPIATUN DESI WAHYU LESTARI | P | 65 |
| 24 | TANZILA FITRIA SAHRU SAPUTRI | P | 55 |
| 25 | WELSANIA RAMADHANI | L | 50 |
| Total | | | 1500 |
| Mean | | | 60 |

b. The Result of Post-Test in Control Class (VIII F)

The table below showed a post-test score of students who aren't taught by using the snowball throwing technique.

Table 4.6 Post-Test Score of Control class

| No. | NAMA | L / P | POST-TEST |
|-----|--------------------------------------|-------|-----------|
| 1 | AMELIA MELANI | P | 70 |
| 2 | ANDIKA SYAHRUL RAMADHANI | L | 75 |
| 3 | ANDREYAN DWI JATMIKO | L | 75 |
| 4 | ANNI MAR'ATUS SHOLIAH | P | 80 |
| 5 | APRILIA SRI PURWANDARI | P | 70 |
| 6 | ARSY AULIA CANDRAKUSUMA | P | 85 |
| 7 | BAMBANG BAGAS PRASETYO | L | 95 |
| 8 | MOHAMMAD ARIEL RAMADANI | L | 75 |
| 9 | MUHAMMAD TRI WIDODO | L | 80 |
| 10 | MUTIARA CINTA AURELSYA ENDRAYANTI | P | 75 |
| 11 | NABILA FERA PERMATA PUTRI | P | 80 |
| 12 | NURUL LUTFIANI | P | 80 |
| 13 | OKTAVIA CINDY TRYANASARI | P | 85 |
| 14 | PRAMA BAYU AGATA | L | 80 |
| 15 | RAFI WIDI WALUYA | L | 75 |
| 16 | RAYA IPUTYA ANGGANI | P | 70 |
| 17 | REZA ADITAMA GEOFANI | L | 75 |
| 18 | REZY PERMATASARI | P | 80 |
| 19 | RIKO DWI KURNIAWAN | L | 70 |
| 20 | RIZAL IBRAHIM | L | 75 |
| 21 | SEPTIAN WAHYU PRADITYA | L | 80 |
| 22 | SHEVA FERDINAND | L | 70 |
| 23 | SOPIATUN DESI WAHYU LESTARI | P | 75 |
| 24 | TANZILA FITRIA SAHRU SAPUTRI | P | 70 |

| | | | |
|-------|--------------------|------|----|
| 25 | WELSANIA RAMADHANI | L | 70 |
| Total | | 1915 | |
| Mean | | 76.6 | |

Furthermore, the table above the data shows the result of pre-test and post-test the students of the control class. The result of the pre-test showed that the highest score of the pre-test is 75, while the lowest score of the pre-test is 45. The total score of the pre-test is 1500 with the mean score of the pre-test is 60. Meanwhile, the result of the post-test, the data shows that the highest score of the post-test is 95, while the lowest score of the post-test is 70. The total score of the post-test is 1915 with the mean score of the post-test is 76.6.

D. Data Analysis

Before testing the hypothesis, the data must meet the assumption that the data must be normally distributed and homogeneous. Therefore, normality and homogeneity tests are provided.

1. Normality

The normality test is the decisive test whether a data set was well modeled by normal distribution or not, or to compute how likely the random variable is to be normally distributed.⁷⁰ The calculation of the normality test using the SPSS program. The result of the calculation as below:

⁷⁰Retno Widyaningrum, *Statistika*. Yogyakarta: Pustaka Felicha. 2011. 206.

a. Normality test of pre-test Experiment and Control class

Table 4.7 Normality Pre-Test of Experiment and Control

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|----------------|-------------------|-------------------|
| | | Pretest_ex | Pretest_ctr |
| N | | 25 | 25 |
| Normal Parameters ^{a,b} | Mean | 54.60 | 60.00 |
| | Std. Deviation | 13.222 | 9.789 |
| Most Extreme Differences | Absolute | .166 | .175 |
| | Positive | .166 | .175 |
| | Negative | -.135 | -.137 |
| Test Statistic | | .166 | .175 |
| Asymp. Sig. (2-tailed) | | .073 ^c | .046 ^c |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |

Based on the calculation of SPSS version 23 above. It showed that the test was normal distribution because the value was more than 0.05. the value of sig. 2 tailed of the pre-test in experimental class got the significance $0.073 > 0,05$ and control class $0,046 > 0,05$.

b. Normality Test of Post-Test Experiment and Control class

Table 4.8 Normality Post-Test of Experiment and Control

| One-Sample Kolmogorov-Smirnov Test |
|---|
|---|

| | | Posttest_ex | Posttest_ctr |
|--|----------------|-------------------|---------------------|
| N | | 25 | 25 |
| Normal Parameters ^{a,b} | Mean | 78.00 | 73.40 |
| | Std. Deviation | 10.104 | 9.971 |
| Most Extreme Differences | Absolute | .143 | .124 |
| | Positive | .124 | .116 |
| | Negative | -.143 | -.124 |
| Test Statistic | | .143 | .124 |
| Asymp. Sig. (2-tailed) | | .198 ^c | .200 ^{c,d} |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |
| d. This is a lower bound of the true significance. | | | |

Based on the calculation of SPSS version 23 above. It showed that the test was normal distribution because the value is greater than 0.05. the value of sig. 2 tailed of the pre-test in experimental class got the significance $0.198 > 0,05$ and control class $0,200 > 0,05$.

2. Homogeneity

The homogeneity test was the variance ratio test between two groups or more.⁷¹ The researcher should analyze this test because the similarity of both classes influences the result of the test. In this research,

⁷¹ Ibid., 214.

the researcher will use SPSS 23 program for windows to calculate the homogeneity test. The result of the calculation as below:

a. Homogeneity Test of Pre-Test Experiment and Control Class

Table 4.9 Homogeneity of Pre-Test

| Test of Homogeneity of Variances | | | |
|--|-----|-----|------|
| Result pretest of experiment & control class | | | |
| Levene Statistic | df1 | df2 | Sig. |
| 1.604 | 1 | 48 | .211 |

Based on the calculation above, the researcher calculated that the data was homogeneously distributed because the result value of data was higher ($0.211 > 0.05$).

b. Homogeneity Test of Post-Test Experiment and Control Class

Table 4.10 Homogeneity of Pre-Test

| Test of Homogeneity of Variances | | | |
|---|-----|-----|------|
| Result posttest of experiment & control | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .030 | 1 | 48 | .864 |

Based on calculation above, the researcher calculated that the data was homogeneously distributed because the result value of data was higher ($0.864 > 0.05$).

3. T-test

After conducting the normality and homogeneity tests, the researcher calculated the t_{test} by using the SPSS version 23 Program. It was used to compare the students' score that was divided into two groups which were taught by using different techniques. Class VIII D was taught by using Snowball Throwing Technique and class VIII F was taught without using Snowball Throwing Technique. The calculation result as bellow:

Table 4.11 Group Statistics

| Group Statistics | | | | | |
|----------------------|------------|----|-------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| result of the lesson | experiment | 25 | 78.00 | 10.104 | 2.021 |
| | Control | 25 | 73.40 | 9.971 | 1.994 |

Based on the table above, the result of data analysis showed that the means of students' score of experimental class was 78.00. While the mean of the students' score of control class was 73.40.

Table 4.12 Independent Samples Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| result of the lesson | Equal variances assumed | .030 | .864 | 1.620 | 48 | .112 | 4.600 | 2.839 | -1.108 | 10.308 |

| | | | | | | | | | |
|--------------------------------------|--|--|-------|--------|------|-------|-------|--------|--------|
| Equal variances not assumed | | | 1.620 | 47.992 | .112 | 4.600 | 2.839 | -1.108 | 10.308 |
|--------------------------------------|--|--|-------|--------|------|-------|-------|--------|--------|

Based on the table above, it can be seen that the value of t_{test} was 1.620 and the degree of freedom was 50 ($df=db-2$, $50-2=48$). The value of t_{table} for $db=48$ at level 5% was 2,01. To interpret the data above, the researcher formulated the hypothesis test as follows:

H_0 = There is no significant difference score between students who were taught by Snowball throwing technique and who were not taught by Snowball throwing technique.

H_a = There is a significant difference score between students who were taught by Snowball throwing technique and who were not taught by Snowball throwing technique.

The result showed the value of $t_{test} = 1.620$ and the value of t_{table} with $db=48$ was 2,01. It means that $1.620 > 2,01$. Therefore, H_0 was rejected and H_a was accepted. It can be concluded that there was significance difference score on the students who were taught by using Snowball throwing technique and those who were not.

E. Discussion and Interpretation

Based on the tables test above, it can be seen that the difference coefficient of students who taught by using Snowball throwing technique and those who were not was 1.620.

Hypothesis test (t_o) at 1.620 from the computation above would be compared to the “t” table (t_t) with the condition stated below:

1. If the $t_o \geq t_t$, so H_a was accepted. It means there was any significant difference between two variables.
2. If the $t_o \leq t_t$, so H_a was refused. It means there was not any significant difference between two variables

To determine the value of t_o , the researcher was checking db and consulted with the t_t score:

$$\begin{aligned} Db &= n1 + n2 - 2 \\ &= 25 + 25 - 2 \\ &= 48 \end{aligned}$$

At significant standard 5%, the value of t_t was 2,01. Then the value of t_o was compared to the value of t_t the value of t_o was 1.620. It means that H_a was accepted and H_o was rejected.

Based on the calculation above, it can be seen that the students who were taught by using Snowball throwing technique got better than those who were not. So, it can be concluded that there was a significantly different score on the students who were taught by using the Snowball throwing technique and those who were not at the eighth-grade students of SMPN 1 Babadan Ponorogo in Academic Year 2019/2020.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the data described previously, there was any significant between the students who were taught Snowball throwing technique and who were not. The result research showed that the mean score of post-test from experimental class (78.00) was higher than control class (73.40). It had been found that comparison between the students score who were taught Snowball throwing technique and those were not was 1.620. This score was higher than t_t which was 2,01 at the level of significant 5% with $db = 48$. It means that H_a was accepted and H_o was rejected. In the other word, Snowball throwing technique was effective in teaching reading comprehension on recount text, because it had different significance score on reading comprehension on recount text between the students who were taught by using Snowball throwing technique and who were not on the eighth-grade students at SMPN 1 Babadan Ponorogo in academic year 2019/2020.

B. Recommendation

Based on the result of the research, the researcher would like to recommendation:

1. For the English Teacher of SMPN 1 Babadan Ponorogo

The researcher expects the teacher of SMPN 1 Babadan Ponorogo should be creative to choose the best technique to apply in the learning

process. The researcher suggested to apply Snowball throwing technique in the class. The technique can help the teacher to improve students achievement, it also makes students interested and did not feel bored in teaching learning process. Besides that, students will be more active and communicative.

2. For the Students of SMPN 1 Babadan Ponorogo

The researcher hopes that the students in the eighth-grade SMPN 1 Babadan Ponorogo should have great motivation to study, especially when the teacher applies Snowball throwing technique on teaching english. The students are hoped to be active during learning process. If the students did not understand about the material, they have to ask their teachers or friends.

3. For Further Researchers

The future researchers who are interest in applying Snowball throwing technique should understand the steps. They should be able to guide the students systematically. The next researcher should be more creative and can study the research deeply and perfectly, so the teaching and learning process will be more effective and efficient. It is also expected that the result of this research can be used as a good reference in conducting similar research.

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