CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, the research question, the purpose of the study, the significant of the study, the scope and limitation, and the definition of key terms. Those are very important to give a brief explanation about the intended study.

A. Background of Study

As one of the language skills, reading lesson needs reading to understand a text. According to Alyousef (2005) stated that reading can be described as interactive process between a reader and a text in order to understand what the text tells about. Interactive process mean that a reader reading a text, its purpose to understand the content of text. 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 text also provides opportunities to study language: vocabularies, grammar, and punctuation.

Reading is a factor of great importance in the individual development and the most important activity in school. In addition, it is needed in every level of field of study because by reading activity we can get more knowledge and much information.

Nowdays, educational is urged to follow the movement of global era. Teachers should be able to teach students with varies of methods. Thus, teaching reading should make it enjoyable; otherwise, the exercise would not be worth teaching. The students think that reading English is not interesting and bored since they do not know the meaning of the words. Moreover if the teacher used uninteresting technique. So, it makes the students bored anything related to text.

The students face several problems when they are reading recount text. One of the problem is the use of learning technique that the teacher used. This case also happens in MTsN 8 Kediri. The English teacher in MTsN 8 Kediri is still use monotonous way to teach the material by lecturing students, ask question, ask the students to answer in the worksheet given. Sometimes she gives a chance for students to answer the worksheet as they can. In addition, she gives assignment for students to be submitted when the class ends. These effect, the students who have good skill are always active to learn in class.

This is contrast to students who have lack of skill, tend to be passive to learn in class. It makes students boring and do not pay attention to lesson. Whereas in one class there are 30-40 student, it is more not conducive situation. The students do not get the point of learning. This problem also makes the students get low score in English lesson. To improve students' achievement, teacher should use interest learning strategy. In conclusion, the teacher should provide appropriate teaching technique in classroom.

There are many techniques that can be used to teach in the classroom. The teacher can decide what methods and techniques that will be used in her or his teaching and learning process. And the teacher also can divide it in to some skill such as, listening, speaking, reading and writing. It means that the teacher can decide one accurate teaching technique for one language skill. The purposes of the teaching technique used is to helps the teacher enable to create their conducive teaching and learning in classroom where the student enjoy the lesson and make an improving.

Based on the reason above, the researcher proposed the use of snowball throwing technique as a solution to overcome those problems. Snowball Throwing is a technique that activity in learning is playing games which make the students enjoy and decrease worry in the teaching learning process (Dean, 2011). Based on the name, Snowball Throwing consists of phrase and one word. Those are snowball and throwing. Snow ball means a ball that is made from the snow. In fact, it is impossible to use snow in the learning activity. So, this technique use paper has to make a ball. Then, throwing means to make an object move quickly through the air and pushing your hand forward quickly and letting the object go. In conclusion, the activity in Snowball Throwing is throwing the ball that made from a piece of paper to other friend in a class.

With this technique; using snowball throwing, it can be useful in teaching reading recount text on the junior high school students. It is appropriate with junior high school, because the student of junior high school

very like playing. It can help students to understand the text in work group, and help each other when their friend face some difficult.

Many previous studies have been conducted and show that snowball throwing technique can affect the students' comprehension. The first is researcher which was conducted by Kurniawati (2013) under the tittle The Implementation of Snowball Throwing Method in Teaching Writing (experimental research) at Eighth Grade of MTsN Purwoasri Kediri. The result of the study was snowball throwing method provides an effective study when it applied to writing material. She states that this technique also can be apply to teaching other skills. It means that using snowball throwing also can apply in teaching reading. It may be effective than teaching reading recount text by using direct instruction. Hence, this study try to apply snowball throwing in teaching reading. The second is a study which was conducted by Arofah (2017) under the tittle Snowball Throwing Technique in Teaching Reading Descriptive Text of Animal (qualitative research) to the 8th Graders of Junior High School. The result of the study shows that this technique can help the students comprehend the descriptive text well, because the students answered the question completely and correctly. She also states that this technique make the students happy, full of spirit and enjoy in teaching learning process. It means that snowball throwing technique help the students comprehend the descriptive text. It may be help the students comprehend another text such as recount text. Hence, this study tries to apply this

technique to improve students' comprehension in recount text. Also the researcher tries to solve students problem which feel bored in reading activity.

Based on the explanation, in this research, the researcher wants to know implementation of snowball throwing in improving reading comprehension of recount text. This study will be conduct under the tittle ''**The Use of Snowball Throwing to Improve Students' Reading Comprehension at Eighth Grade Students of MTsN 8 Kediri**''.

B. Research Question

Depend on the background of study above, the writer tries to answer research questions as follow "How can the use of Snowball Throwing improve students' reading comprehension at the eighth-grade students of MTsN 8 Kediri? "

C. The Purpose of the Study

Related to the research question above, the aims of the study is to improve students' reading comprehension on recount text by using Snowball Throwing technique at the eighth-grade students of MTsN 8 Kediri in academic year of 2018/2019.

D. The Significant of Study

The result of the study gives contribution to the teachers, students and the researcher itself in searching for appreciate learning strategy toward

successful teaching learning process. First the researcher expects this research will be useful for teachers to get more knowledge and information about the improvement of students reading comprehension and the acceptable strategy to get teaching learning process successfully.

Second the result of the research hopeful gives contribution to the students to understand their ability especially in reading comprehension skill. The researcher also hopes by knowing their ability, the students are motivated to improve so that they get more spirit to hard in studying English.

Third, this research will helpfully for the writer as the students of English department faculty to get more knowledge and information in selecting methods and materials to teach English, especially in teaching reading. It will be helpful for him or her when his/her will teach in feature.

E. The Scope and Limitation

To make clear the problems in this study, the researcher gives the scope and limitation as follows:

1. The subject of this research is using Snowball Throwing as technique in teaching reading recount text.
2. The object of this research is junior high school students.
3. The material of teaching reading that chosen is recount text.

4. The result of this research is to know the improving of students' achievement and participation by using Snowball Throwing as technique in teaching reading.

F. The Definition of Key Term

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follows:

1. Reading Comprehension: the ability to obtain and process information and turn it into a body knowledge.
2. Recount text: a text that retells past event through a sequence of events.
3. Snowball Throwing: kind of the technique that use the piece of paper as snow and changed into ball. Snowball Throwing is the activity throwing the ball that is made from a piece of paper that contains questions to the other friends in the class.

CHAPTER II

LITERATURE REVIEW

This chapter presents about definition of reading, kind of reading, teaching reading, problem in reading, recount text, definition of snowball throwing strategy, and procedure of snowball throwing technique.

A. Definition of Reading

Reading is one of the language skill. According to Nunan (2003) said "*Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning*". In other word, reading is an activity that using by readers to combining information and their background knowledge that purpose to get information and comprehend. Moreover, Bamford (1998) stated an activity to arrange information and find out the author meaning from a writing is reading. Its mean that the goal of reading is to get information and understanding the meaning of the text itself. According to Tarigan (1990), stated that reading is a fluency activity that chosen by readers to find what the author mean in a long text or short text, in other word, the readers who want to get the message delivered by the author do this activity. It can be concluding, Reading is an activity happened continually to get information and comprehend appropriate with the author message.

Reading is important to study because reading can help the students to receive the message and to work out the significant of these message. According to Frank Smith is the most natural activities in the world. And he also said that is properly employed for all manner of activities. According to Nunan (2003), reading is fluent process of reader combining information from a text and the own background knowledge to building. It means the reading can help the student to combine some information from the text.

B. Kind of Reading

According to Mikulecky and Jeffries (1996), there are six kinds of reading comprehension skills. Those are as follow:

1) Scanning

Scanning is very high speed reading that you do when you are looking for a specific piece of information. When you scan, you have a question in mind. You do not read every word, only the words that will answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster.

2) Previewing and Predicting

Previewing before you read can make a big differences in how well you understand what you read. When you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help you predict or make sense "educated guesses" about what is in the

book. You should develop the habit of applying these skills whenever you read. You preview to get an idea of what you will find in the text. Then your brain can begin to make connections, and your comprehension will be faster and better.

By previewing for just a few seconds, you can pick up a great deal of information about the text you are going to read. You can preview any kind of text, including pleasure reading books, magazine article, tests, and textbook assignment.

3) Finding the Topics

When you read for the meaning, you should begin by looking for the topic. In order to understand what you are reading. You need to connect it to sometimes you already know. To make this connection, you need to be sure that you know what it is that you are reading about. This is, you need to know the topic.

4) Skimming

Skimming is high-speed reading that can save you lots of time and helps you get through lots of materials quickly. It is different from other kinds of high-speed reading, such as previewing and scamming. You skim to get the general sense of a passage or a book, not specific details. When you skim, you have a general question about the whole test such as "will this passage be useful for me?" or "What is the writer's opinion?" or "What is the writer's purpose or general idea?"

5) Making Inferences

Good readers constantly make inferences as they read. That means they think like a detective and look for clues in the text. Then, they use these clues to guess what the passage is about. Sometimes the topic of the text may not be stated anywhere directly. You must look for clues and try to guess what the passage is about. This is called making an inference. Making inferences also helps a reader get around difficult vocabulary or sentences structure.

6) Summarizing

Summarizing is the reading of the important parts of a passage a much shorter form. The aims of summarizing are to make sure you have understood, to explain the sense of a passage to someone else, and to review text for examination.

From the last explanation above, we know that reading is one way to learn a new language and it improved through practice. In fact, many classrooms in Indonesia, reading lesson is used as an opportunity on practicing fluency, expressive speaking, and so on.

C. Teaching Reading

Teaching reading is a process of teaching learning that the activity is reading. It is a teaching process in which the teacher shows and helps students to learn how to read well in English to improve students' awareness or reading

skill. Brown states that teaching is an activity that give guidance to the students that has the certain rule and certain purpose. Especially, in teaching English the students ruled to use English in order to the students can communicate in English fluently.

The aim of teaching reading is to make students comprehend the text well. It is to develop the students' reading skill so that they can read English text effectively and efficiently. To be able read effectively, the reader should have particular purposes in their main before they interact with the text.

Teaching reading cannot run well if it is taught without other skill. It will be complete if it is taught together with other skills. Integrating all of skills in language teaching is called interrelationship of skills (Brown, 2001).

Reading is about understanding the written text. It is complex activity that includes both perception and thought. Othman (2003) states that reading is not just saying the words. Reading must always be a meaning-getting process. Many children can read the words in a passage perfectly, but are unable to answer question that call for making inferences or for identifying the main idea. Grabe and Stoller (2001) said reading is the ability to draw meaning from the printed page and interpret this information appropriately. Therefore, reading is an important process for students in all field, because though reading, the students can obtain some information they need.

D. Problem in Reading

For some students reading is an enjoyable activity because they can get some new knowledge or information. In the other hands, reading activity can also be an uninteresting activity for them. The first big problem in reading is vocabulary mastery. The vocabulary which not be mastered will affect the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary which cannot understand.

Anne (2009) states that there may some reasons of the students why they do not want to and not be used to read:

1. Reading makes them dizzy

2. They believe that they will be ashamed because the teachers usually force them to read loudly and other students will laugh for him/her.

3. They are asked to read some not interesting materials.

4. They know that they are asked to finish for reading text that started in the class; however the text is long, difficult, or bored.

5. They know that they will be tested on the text that they has read, making it become a duty, not an effort to get some information, viewing a new perspective, or something fun.

6. They are often confused when they read because of the inappropriate basic understanding.

7. They believe that the effort to reach ''behind'' will nothing.

8. They believe that they will be asked to give opinion from a book or story verbally or written but they will get a bad mark if they say honestly.

E. Recount Text

1. Definition of Recount

Recount text is a piece of the text that retell pat events, usually in chronological order. In addition, Wardiman, et al, (2008) state recount text is a text that retelling events to the reader about one story, action, or activity. Its purpose to inform or entertain. Hyland (2004) states that recount has social purpose to reconstruct past experiences by retelling events in original sequence. Nunan (2003) states that a recount consist of sequence of events which is initiated by an introduction and orientation, and which ends with a comment and conclusion. He adds that the exception of a conclusion conforms to the proposed generic structure. Grammatically, recounts are characterized by the simple past tense, and the use of specific reference to people and places.

In conclusion, recount are written for telling an activity, incidents, or action in the past. Its function is to list and describe past experiences by retelling events in the chronological order. The purpose of recount is to inform or entertain the reader.

2. Types of Recount Text

There are five types of recount text namely personal recount, factual recount, imaginary recount, procedural recount, and critical recount.

1. Personal recount is a text that retells an activity or event that the writer or speaker has experienced personally.

2. Factual recount is a document which has a series of events sequentially such as a historical recount, science experiments, traffic report, sport report or in film, television and video. Thus, when someone writes a factual recount he/she tries to record as accurately and factually as possible.

3. Imaginary recount is an unreal story or events happened in daily life. In other words this kind of recount is used to tell what happened in imaginative way in order to entertain.

4. Procedural recount is written after completion of a producer. This kind of text are found in information books, television, films and books that explain how things were made.

5. Critical recount looks at an issues and comments and evaluates negative and positive aspects. For example, a recount text of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

3. The Generic Structure of Recount Text

Recount text has three general structures, they are orientation, events, and re-orientation. Key Hyland (2012) state that the generic structure of recount text into three parts they are:

1) Orientation

Orientation provides an introduction in the form of information about "who", "where", and "when" the events occurred in the past. It provides the reader with the information needed to understand the whole text. Its function is to attract the readers' attention and focus their attention.

2) Record of Events

It tells what happened, present events in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation

This parts consists the optional-closure of events. It is rounds off the sequence of events. It may also contain comments or personal impressions of events that have occurred.

4. **The Language Features of Recount Text**

Crown (2009) conceptualizes that there are four language feature of recount text; (1) Using of past tense. For example "I <u>spent</u> my last summer in Seoul, South Korea. I <u>went</u> there by myself." (2) Using of temporal sequence words which link events in time, such as next, later, when, then, after, before, first at the same time, etc. for example "<u>Then</u> I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. <u>At night</u>, I went to Hongdae, a famous district in South Korea." (3) Using of actions verbs to refer to events. For example "I <u>checked</u> in to the hotel I already booked. I <u>decided</u> to take a rest for a while." (4) Use of personal pronouns to identify people, animals, and thing involved. For example "<u>I</u> have a fantastic experience in South Korea." Another example "<u>My friends</u> and <u>I</u> saw Mount Bromo."

In conclusion the features of recount text are using personal pronouns, action verbs, temporal sequence words, moreover all is written by using past tense.

F. **Snowball Throwing Technique**

The last explanation is about Snowball Throwing. And it includes several topics, such as definition of snowball throwing, the advantages using snowball throwing, and the procedure of teaching learning using snowball throwing.

1. **Definition of Snowball Throwing Technique**

Snowball Throwing is one of the method that can used for teaching reading. According to Dean (2011), Snowball Throwing technique is playing games activity in learning which make the students enjoy and decrease worry in the teaching learning process. Snowball means a ball that is made from the snow, while throwing means to make an object move quickly through the air by pushing your hand forward quickly and letting the object go (Longman, 2003).

In fact, snowball is made from a piece of paper, because paper's color is similar with snow. Snowball Throwing Strategy of learning requires the role of students to make inquiries and rolling to others friends to respond. The point of the snow ball is a paper containing questions made by the learner and then rolled out to his or her own friends to answer. According to Saminanto (2010) "*Snowball Throwing Learning Method is also called snowball snowfall learning method*". In other word, this learning strategy trains learners to be more responsive to receive messages from other learners and convey the message to their friends in one group. In conclusion, the activity in Snowball Throwing is throwing the ball that is made from a piece of paper that contains question to the other friend in a class.

2. **The Advantages of Snowball Throwing Technique**

Snowball throwing is one of the technique that can be used to teach reading. The students can explore their ideas with using this strategy. Actually, the teacher seldom uses this strategy because they do not know about it yet. Therefore, the researcher hopes that it can help some teacher to teach the students.

Beside of that, teaching reading using snowball throwing has several advantages, they are: (a) The students will ready to think fast because they have a limited time. (b) The students can sharing information with others friends in group. (c) This strategy can make the players or in this case the students more adroit and their ability about memorizing the English vocabulary is increased because they learn in an enjoyable way. (d) Fun in learning with snowball throwing strategy brings word context in the classroom. (e) It can make student relax and fun to study. (f) The teaching learning process more attractive. (g) The strategy is 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.

3. **The Disadvantages of Snowball Throwing Technique**

In contrast to the above advantages, there are disadvantages of Snowball Throwing technique. Istarani (2012) explains four of the disadvantages of Snowball Throwing Technique. First, the explanation from the group leader sometimes are not as clear as that given by the

teacher, as a result the members of a group may do not understand the explanations given by their group leader, because the group leader has forgotten some information or even because she or she is unable to explain the Snowball Throwing Technique clearly. It means that the role of the group leader is very influential. Second, some students may not yet be able to create good and correct questions. Third, after getting the ball from fried, a students may not able to answer the question correctly especially if the question is not clear or, in other words, the question is incomprehensible. The last, it can be difficult to determine whether the learning objective were achieve or not.

4. **The Procedure of Teaching Learning using Snowball Throwing Technique**

The Procedures of Snowball Throwing strategy according to Suprijono (2013) in learning are as follows:

1. The teacher presents some materials that are explained.

2. Teachers makes groups and call each the leader group to give an explanation of the material.

3. Each leader group returns to his or her group, then they explain the material to the group members.

4. Then each group is given a sheet of paper, and asked them to write down five questions about the material explained by the group leader

5. The paper that is containing five questions, then the paper is rolled into ball and throw the ball to another group.

6. After the each group gets one ball, then every student given chance to answer the question written on the paper. One student one question.

7. The teacher gives some words to the students as an evaluation. (evaluation)

8. The teacher ends the class. (closing)

The process of the snowball throwing strategy is the teacher prepares anything that is need in the classroom when they do teaching learning process. It will make the process be success and the students will understand about the material because the teacher has explained about it before.

The teacher starts to apply this strategy. The teacher gives the materials about recount text. After that the teacher divides the classroom into several groups, every group choose leaders. The teacher gives some keywords and a recount text to leader and let them to tell clues about the recount text that explained by the teacher because it helps them to do the test. Then, the students write several question related to the text. Then, gives them during 10 minutes to throw the paper until they get the other papers.

After each group gets other paper, they begin to answer the question on snowball paper. Then the teacher calls each group to tell the answer, also each student read owner answer. After that, it is continued by others group until last group. For the text meeting, the activities that is taught almost the same with before.

CHAPTER III

RESEACH METHOD

This chapter discusses the method used by the researcher in conducting this research. It includes of the research design, subject and setting of the study, research schedule, and procedures of the research, which consist of preliminary study, planning the action, implementation, observing and reflecting.

A. Research Design

The purposes of this research is to improve the students' reading comprehension Recount text using Snowball Throwing at eighth grade students of MTsN 8 Kediri. Based on the aim of research, the design of this study is CAR (Classroom Action Research).

This research is Classroom Action Research (CAR). Mills (2011) stated action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others with vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn. This classroom action research enables teachers to learn in their class include their learning methods and their assessment to their students to understand better. In addition, Mertler (2012) explained that action research as a process that 'allows teachers to study their own classroom, in order to better understand them and to be able to improve their quality or effectiveness'. Thus, action research is the best

way to know if something will work with your students or in your classroom is to try it out, collect and analyze data to assess its effectiveness, and then make a decision about your next steps based on your direct experience. According to those definitions, the researcher conducts an action research to improve students' reading comprehension by using snowball throwing.

This research is participatory. It means that the researcher involved in activities with the person being observed. In addition, this research is collaborative action research. In this case, the researcher acts as the teacher who conducted the activities of teaching and learning in the classroom, while English teacher as collaborator who acts an observer. The design of classroom action research is adapted the model proposed by Mertler (2012).

B. Subject and Setting of the Research

This research has conducted the study at at MTsN 8 Kediri. The location of this research is at Pagu, Kabupaten Kediri. This action class research was implemented at eighth grade. The subject of the study was the eighth grade students (VIII B) at the academic year of 2018/2019. There were 36 students as participants (males and females).

C. Research Procedure

To implement the research procedures, this research used the model which is purposed by Craig A. Mertler (2012). In his book, Mertler said that there are four steps in research design, namely, planning for your action research, acting on

the plan, developing an action plan for future cycles, and reflecting on the process. For instance, it means planning, acting, developing, and reflecting.

Figure 1.1 The Model of CAR cycle by Craig A. Mertler & Charles, 2011
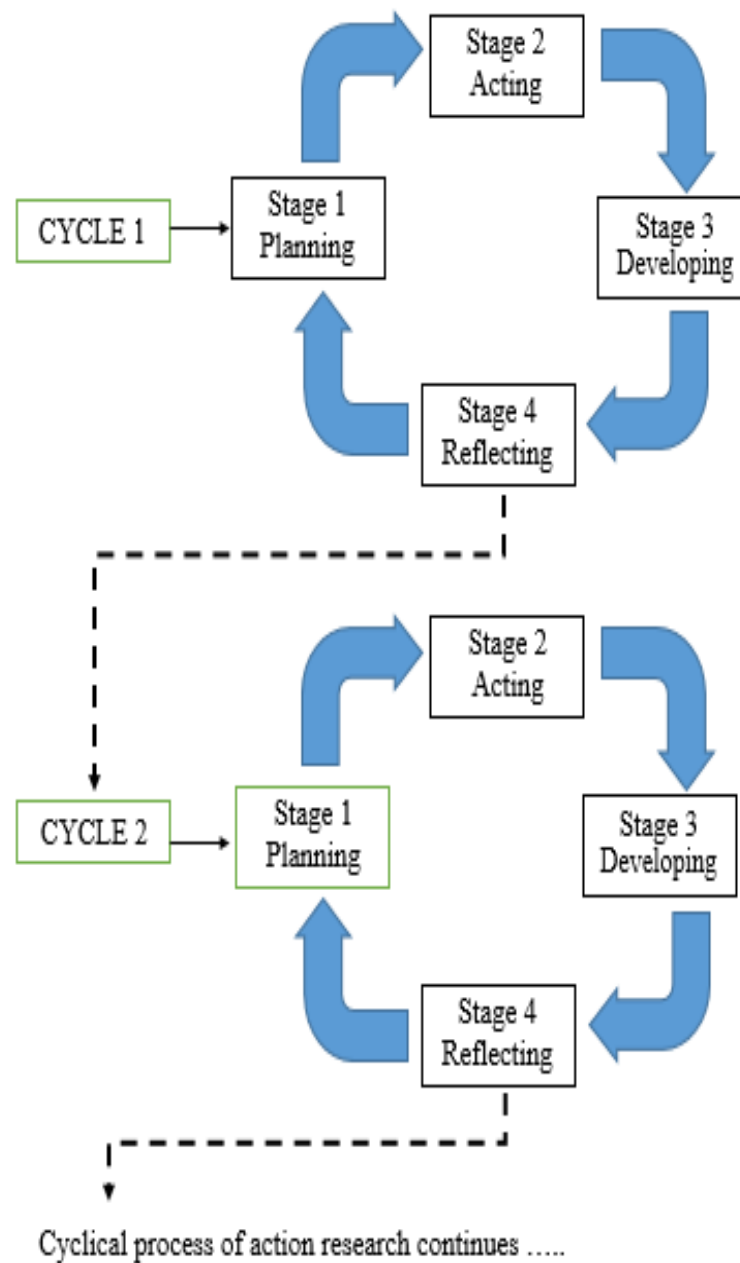
In more detail, the process of this research describe in bellow:

1. **Preliminary Study**

Preliminary study is mean to know the real condition of the students' and teachers' problem in the teaching and learning process so that the researcher can design the appropriate action plan to solve reading comprehension problem.

This strategy is the beginning steps before collecting data. In this stage the researcher made program about all the activities that can support the effectiveness of collecting data such as discussing with the English teacher who teaches in the place where the researcher take the data. By discussion the researcher helped to look for the best way to improve the students' ability in reading English.

Making thesis proposal by agreement of guidance lecturer. The proposal is needed to help the researcher in arranging what the researcher has planned. If the proposal is agreed by the guidance lecturer it means that the researcher can continue the next steps of the research study.

2. **Action Research Procedures:**

    1. **Planning**

    In this step, the researcher prepares anything which is related to her research, including the activity (lesson plan), the material, reading comprehension test. Criteria of the success, and the possibly which happens in the class. Also the researcher design a lesson plan from the

syllabus which was consulted with English teacher, creating the topics that were appropriate with the matter, preparing materials that will be used at the cycle. The research also made the evaluation from to know about students' achievement at the end of this cycle.

The researcher has a plan to apply the snowball throwing technique in the classroom. This research held about 4 meetings and take place at the class and it surrounding.

a. Lesson Plan

Lesson plan is as same as RPP which is made by the teacher, it consist of three topics: those are competency that consist of the main competency, basic competency, indicators, and learning objectives. The second topic is learning material. It is a material that will be gave to the students in learning activity. The third topic is learning method and learning activities which consist of method, learning activities, learning media, and evaluation. The detail of Lesson plan can be seen in Appendix 1.

b. Preparing the research instrument

The instrument is used collect data, three are four instruments to collect the data in this study: Reading Test, Scoring Guide, Observation checklist, Field Note and documentation.

1) Reading Comprehension Test

Reading test is needed to know how the improvement of the students achievements' in English when teaching with Snowball throwing method. The researcher will be collect the data by distributing test to the students. The test is multiple choice test.

A test is said as a good test if the test fulfills two requirements, they have validity and reliability (Fraenkel & Wallen, 2009). Validity refers to appropriateness, meaningfulness, correctness of the inferences a researcher makes. It means that the teat is considered to be valid if it measures what is intended to be measured. In addition, Hughes (2007) said that a test that showed representative sample from the domain to be tested is valid. Hence, the reading comprehension test should be valid based on the curriculum objectives. In this research, the reading comprehension test material was adapted from thesis by Amalia (2016). It constructed based on institutional based curriculum 2013 (K-13). The researcher used it because the constructed test related to a rubric prepared for National Examination by the Indonesian National Department of Education for English junior high school. Furthermore Hughes (2007) also added that test reliability referred to consistency of scores or answers from one administration of an instrument to another, and from one test rater to another. It can be

concluded, a test van be considered reliable if the test can give consistent result.

A reading comprehension test was given in the end of every cycle. The test that was administered in this research is an objective test in the form of multiple choices. The number of question are 25 items related to recount text. The distribution of Reading comprehension test items are arranged as listed below:

Table 2.1.1 The distribution of reading comprehension test items in cycle 1

No	Indicators	Numbers	Total Items	Score Each Item	Total Score
1.	Word Comprehension	1, 3, 7, 11, 15, 19, and 24	7	4	28
2.	Sentence Comprehension	2, 4, 5, 12, 16, 20, and 21	7	4	28
3.	Paragraph Comprehension	6, 8, 13, 17, 22, and 25	6	4	24
4.	Text Comprehension	9, 10, 14, 18, and 23	5	4	20
Total			25		100

Table 2.1.2 The distribution of reading comprehension test items in cycle 2

No	Indicators	Numbers	Total Items	Score Each Item	Total Score
1.	Word Comprehension	4, 8, 14, 18, 19 and 23	6	4	24
2.	Sentence Comprehension	1, 5, 9, 12, 15, 20 and 24	7	4	28
3.	Paragraph Comprehension	2, 6, 10, 16, 21, and 25	6	4	24
4.	Text Comprehension	3, 7, 11, 13, 17, and 22	6	4	24
Total			25		100

The test material consulted to the English teacher and the consultant. Dealing with the scoring, each correct answer of the item was 4 points. Therefore, the total score is 100. Wrong answer are scored zero. The real time allocation for each meeting is 2x40 minutes. Then the allocation had change 2x30 minutes in cycle 2 because of reduction time on month Ramadan. The test is done in the last of cycle after the action was given.

2) Observation Checklist

This research used observation checklist as an instrument. It was conducted to record the students' activities and responses in teaching and learning process of reading recount text by using snowball throwing technique.

The observation checklist was used in collecting the data to observe whether they are active or passive during the teaching the teaching learning activities. The students were categorized active if at least three at the four indicators of active students were fulfilled. This research would be successful if the most of the students (about 75% students were active) involved in the teaching learning process. On other hand, the students were categorized passive if the students did not fulfill at least three of four indicators measure. The form of the observation checklist can be seen in table 3.1.

Table 3.1. Observation checklist for students' participation

No	Students' name	Indicators				Active	Passive
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							
etc.							

The indicators were as follows:

1. The Students making the hidden questions in snowball throwing
2. The students answering the hidden questions from friends/groups
3. The students doing the task based on the paragraph or the text given
4. The students asking question to the teacher

3) Field Notes

The researcher uses field notes as the official registrar of the learning process with learning techniques that have been planned. In field notes record all of activities in the class that related with this research. The activities between students with teacher or interaction between students and the other students. The complete field note can be seen in Appendix 10.

4) Documentation

The documentation is needed after all the strategies applied to the students. The researcher will need the documentation to help her prove all the result from checklist sheet, picture, van other kind of documentations that could help the researcher to finish the study. The document can been seen in Appendix 11.

c. **Criteria of Success**

To determine whether the program is successful or not, there must be an evaluation because vary programs need an evaluation. According to Sukidin, et al. (2002), determination at the criteria of success based on the consideration made by the collaborative teacher and researcher. It means that, the criteria of the action success were determined by collaborative teacher and researcher. It purposes to know the action run well or not is based on the students' reading test.

The action is success and will be stopped if the mean score of the students' reading comprehension skill is 75 or more, 75%, students get score 75 minimally (the minimum standard criterion /KKM). If the students' mean scores less than 75 and if the percentage of the students' reading scores less than 75% the cycle will continued to the next cycle.

The classroom action research uses a formulation below to analyze the data from the test:

$$\text{Percentage} = \frac{\text{Student who get minimally 75}}{\text{Total of students}} \text{ x } 100\%$$

This criteria of success are set up as a basis to determine whether the action conducted was successful or not. This study is

said to be successful if it meets the criteria of success: students'

reading achievement and the students' participation improved.

The students' test score can be categorized based on criteria
on the table:

Table 4.1 The criteria of the students achievement percentage

Percentage of the students' getting score 75 minimally	Qualification
75% - 100%	The students' achievement and students' participation in English lesson improves well and the method that is applied can improve students' achievement in English successfully.
50% - 74%	The students' achievement and students' participation in English lesson improves and the method that is applied is not successfully yet in improving students' achievement in English.
0% - 49%	The students' achievement and students' participation in English lesson do not improve and the method that is applied is not successfully yet in improving students' achievement in English.

3. Implementing the action

In this step the researcher will implement Snowball Throwing

technique. That had been planned before and observe the activities carried out

in the classroom. After making some planning about anything which is related

with learning process, the researcher implements the material based on her

planning. The researcher gives explanation how plays snowball throwing

technique and given an example for it. Then teacher and students discuss

about the procedure of teaching learning process and the purpose of the topic that the students' choose. The implementation of the plan for every cycle takes about 4x40 minutes.

The activities that should been conducted in teaching cycle 1 is conducting stages of the plan in the lesson plan. Lesson plan helped the researcher to arrange the activities that should be done. The plan regarding with teaching and learning of reading recount text is implemented. The researcher here implement the snowball throwing technique in planning. The researcher act as a teacher and the collaborator act as an observer who conducts the observation toward every stage activities.

In implementation, time allocation also takes a role in conducting all the activities of the research study. The researcher should pay attention to time allocation because it shown the researcher how far her success is. Expect that, making note of every data in this teaching process accurately and having documentation as observation activities also important. It made the researcher easy to remind any data that she get.

4. Observing

During the lesson, the real teacher will act as observer who observer the class research to know the difficulties and the situation in implementing the material observation is conducted at the same time when the action in being implemented. In this step, the researcher made observation checklist and field notes based on the situation in the class.

Observation is the process of recording and collecting about any aspects or events which are happening during the implementation of the action. The observation here is about dialog technique that held in the classroom. The researcher and her collaborator observe every activities and the changing that happen in applying teaching dialog technique.

After conducting the observation, the researcher and her collaborator discuss about the weakness of her teaching, the researcher should ask solution and idea to her collaborator for the next teaching plans. The ideas of the researcher and her collaborator made the teaching learning process better than before.

5. Reflecting

This is the last step, which is done after the researcher implemented the material. Reflection is done at the end of each cycles in the classroom research. It is to reflect the teachers' experience from the researcher, to know the strength and the weakness of the research. From this step, the researcher and the teacher will discuss about the successfulness about this technique. Also, the reflection will be evaluated to modify the first action and the test material to the next cycles until the objective research can be achieved.

In this stage the researcher should reflects toward students' improvement on speaking skill whether it is better or not. The result of learning should not be forgotten because all the success of this research study depends on the result of learning. The result of this reflection then be used as

consideration to draw a conclusion whether the action stopped or needed improving. If the action has met the criteria of success, it would be stopped. Otherwise, the drawbacks would be identified for further revised plan and then implemented in the next cycle.

D. Research Schedule

1.	Preliminary Study	The First Week
		a. Firstly, researcher introduced for students about speaking skill using dialogue. b. Secondly, explain the recount text. c. The last, researcher asked to the students to prepare for the next meeting and doing same activity.
2.	Cycle 1	The Second Week and Third Week

		1. First Meeting
		
		  a. Firstly, researcher opened the classroom then snowball throwing technique
		
		  b. Secondly, researcher applied the snowball throwing technique
		
		  c. Thirdly, researcher closed the lesson by greeting and praying.
		
		2. Second Meeting
		
		  a. Firstly, researcher implement the snowball throwing technique
		
		  b. Secondly, researcher asked to the students to do the reading test
		
		  c. The last, researcher closed the lesson by greeting and praying.

3.	Cycle 2	Third Week and Fourth Week
		1. First meeting a. Firstly, researcher opened the lesson by greeting and praying. b. Secondly, researcher applied the snowball throwing technique c. Thirdly, researcher gave conclusion of the topic and closed the lesson. 2. Second meeting a. Firstly, researcher opened the lesson by greeting and praying. b. Secondly, researcher researcher asked to the students to do the reading test. c. Thirdly, researcher closed the lesson by greeting and praying.