ABSTRACT

Ayu Darmatika, 2313.115. The Effect of Using Snowball Throwing Strategy toward Students' Reading Comprehension on Narrative Text at Second Grade of Social Major in SMAN 1 Palembayan. A Thesis, State Islamic Institute (IAIN) Bukittinggi, 2017.

This research was due to discover the effect of using Snowball Throwing Strategy toward students' reading comprehension. It has been done at SMAN 1 Palembayan because most of the students of Senior High School still encounter problems in mastering English especialy reading comprehension. Most of the students were passive to read the text, especially when the teacher gave a long and uninteresting text. It can be seen from most of the students just waited for the teacher to explain it and did not try to answer the question. Consequently, only some of the students got involved in the classroom activity.

This research used experimental research. The researcher used a quasi-experimental design by using the pretest-posttest control group design. The population of this research was the eleventh grade students at SMAN 1 Palembayan. The sample was XI IPS^1 was treated as experimental class and taught by using Snowball Throwing Strategy and X IPS^2 was treated as control class and taught by using non-communicative strategy. To determine the sample, the researcher used purposive sampling technique. The data was got through pretest and posttest to experimental and control groups.To analyze the data,the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the Hypothesis the researcher used t-test formula and consulted the result into t- table with level of significance $\alpha = 0,05$.

From the result and accounting the pre-test and post-test scores of the experiment class, it was found that the t-obtained (2,39) was higher than the t-table (1,68) with degree of freedom (df) = 42 and (α) = 0,05. So, the alternative hypothesis (Ha) was accepted which means that there was significant effect of Snowball Throwing Strategy to the students reading comprehension. Then, the calculation of post-test both classes : was experimental class and control class, it was obtained that the t-obtained was (4,1) which was higher than the t-table (1,68). with degree of freedom 22 + 22 – 2 = 42 and (α)= 0,05 So, the alternative hypothesis (Ha) was accepted which means that there is significant difference between using Snowball Throwing Strategy and non-communicative strategy . Then t-obtained both of classes is (4,1) which was higher than t-table (1,68) with (α)= 0,05. So, the alternative hypothesis (Ha) was accepted which means that Snowball Throwing Strategies better than non-communicative strategy in teaching reading comprehension on nrrative text. So, it can be concluded that the entire hypothesis is accepted. It is proved that using Snowball Throwing Strategy as a reading strategy can help the students in improving their reading comprehension.

Keywords: Reading Comprehension, Narrative Text, Snowball Throwing Strategy.

ABSTRAK

Ayu Darmatika, 2313.115. Pengaruh Penggunaan Strategy Snowball Throwing terhadap Kemampuan Pemahaman Membaca Teks Narrative pada Siswa Kelas XI Jurusan IPS SMAN 1 Palembayan. Skripsi, Institut Agama Islam Negeri (IAIN) Bukittinggi, 2017.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan strategy Snowball terhadap pemahaman membaca siswa. Penelitian ini telah dilakukan di SMAN 1 Palembayan karena tidak bisa dipungkiri bahwa masih banyak siswa di Sekolah Lanjutan Tingkat Atas (SLTA) menghadapi masalah - masalah dalam menguasai pelajaran Bahasa Inggris, khususnya untuk pemahaman membaca dalam Bahasa Inggris. Kebanyakan siswa pasif untuk membaca text, terutama ketika guru memberikan teks yang panjang dan kurang menarik. Itu dapat dilihat dari kebanyakan dari siswa hanya menunggu guru untuk menerangkan tentang teks tersebut dan tidak mencoba untuk menjawab pertanyaan yng diberikan. Sebagai hasilnya hanya beberapa siswa yang terlibat dalam aktifitas kelas.

Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian Quasi eksperimen dengan menggunakan model pre test-post test. Populasi dari penelitian ini adalah siswa kelas (XI) di SMAN 1 Palembayan. Untuk kelas X IPS^{1} diperlakukan sebagai kelas eksperimen yang diajar dengan menggunakan strategy Snowball. Sedangkan kelas XI IPS^{2} yang diperlakukan sebagai kelas kontrol dan mereka diajar dengan menggunakan metode yang biasa digunakan oleh guru. Peneliti menggunakan purposive sampel untuk menentukan sampel penelitian ini.Untuk menganalisis data, peneliti menggunakan tes normalitas dengan memakai uji Lillifors dan menggunakan tes homogenitas dengan menggunakan uji-F. Sedangkan untuk menguji hypothesis peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel derajat (α) = 0,05.

Dari hasil penelitian dan perhitungan tes awal dan akhir dari kelas eksperimen terdapat hasil uji t-hitung (2,39) lebih tinggi daripada t-table (1,68) dengan derajat kebebasan adalah df = 42 dengan (α)= 0,05. Jadi, hipotesis alternatif (Ha) diterima bahwa ada pengaruh yang signifikan dengan menggunakan strategy Snowball. Kemudian, perhitungan akhir dari dua kelas: kelas eksperimen dan kelas kontrol di peroleh t-hitung (4,1) lebih tinggi dari t-table (1,68) dengan derajat kebebasan (df) = 21 + 22 – 2 = 42 dengan (α) = 0,05. Jadi,hipotesis alternatif diterima bahwa terdapat perbedaan yang signifikan antara penggunaan strategy Snowball dan metode yang biasa digunakan oleh guru. Kemudian antara dua kelas diperoleh t-hitung (4,1) lebih tinggi daripada t-table (1,68) dengan (α):=0,05. Jadi, hipotesis alternatif diterima yang berarti bahwa penggunaan strategy Snowball lebih baik dari pada mengguanakan metode biasa. Hal ini dibuktikan bahwa menggunakan strategy Snowball sebagai metode membaca yang bisa membantu siswa dalam meningkatkan pemahaman membaca mereka.

Kata Kunci:Pemahaman Membaca, Teks Narrative, Strategy Snowball .

CHAPTER I

INTRODUCTION

A. Background of the problem

In learning English, learners should deal with four language skills, which are listening, speaking, reading, and writing. As one of the language skills, reading is very important skill in learning a language beside other skills. It is because reading is a skill which involves understanding of ideas and information of the text. According to Nunan reading is a process of readers combining information from the text and their own background knowledge to build the meaning.[1] It means that when the readers read the text, they are expected to be able to decode the meaning and combine it with their own background knowledge. Then, they interpret ideas from the text. So, reading is an interpretion of readers from the text and their background knowledge.

Reading comprehension is a process to extract the ideas, information, and knowledge including understanding meaning of word, sentence, and paragraph in written text. According to Nunan, "reading comprehension refers to reading for meaning, understanding, and entertainment" [2]. It can be concluded that reading comprehension is the ability to read the text, proccess it and understand the meaning of the text.

[1] David Nunan, *Practical English Languange Teaching*, (New York : McGraw-Hill Companies, 2003),p.69

[2] Ibid . , p. 71

Based on the level of standard curriculum (KTSP, 2006), English is one of compulsory subjects that must be taught at school. It is expected that second grade of students at senior high school are able to comprehend the meaning of kinds of text based on syllabus and one of text that they learn is narrative text on standart competence 11 " understand the meaning of short fuctional text, narrative, spoof, dan hortatory exposition of daily life and to access science " in basic competence 11.2 "acceptable in the everyday context life to access science within text narrative, spoof, dan hortatory exposition". Moreover, this standard competence also emphasizes that the students should achieve the minimum passing grade (KKM) of their school .

Narrative is a story with complication or problematic events and it tries to find the resolutions to solve the problem. Then, narrative text contains short stories, novels, folktales, myths, fables, legends, fantasies, and science fiction. According to Angela Downing Rothwell, " narrative is characterised by temporal sequencing of events, dynamic verbs, usually past tense, characters who perform actions".[3] In other words narrative text is a text with chracteristics to entertain the reader. Furthemore, the generic structure includes orientation, complication, resolution, and languange features includes simple past, time signals, and the use of words in the first sentence. Hence, the students not only understanding about the text but also they should understand about the elements of text it self.

[3] Angela Downing Rothwell, *PATTERNS in Doscourse and Text*, (C.I.D.I : Spain,1998), p.25

Furthemore, it needs to use a suitable strategy in order to enhance students' ability in reading comprehension. The teacher may need a new strategy in teaching English especially in reading comprehension. Next, a strategy that can make the students easy to understanding about the text which provides a fun way to recognising the content of the text. This strategy encourage creative thinking and reasoning from the students. Then, students can explain and give their reason about the content of the text.

Here, the researcher believes that the use of cooperative learning will give a great help to the learners in learning reading comprehension. Coorperative learning is a concept of learning which two or more students interact directly or in face to face manner and the teachers as controller and fasilitator. Then, One of strategies provides in cooperative learning is "Snowball Throwing" usually named "Snowball","Snowball drilling", "Snowball Fight".

Snowball Throwing is a strategy which allows the students to work together in groups, pay full attention to each other and allows each other to share information in groups. According to Jossey Bass "Snowball is cooperative learning strategy to helpful for reviewing information, summarizing and verbally expressing facts and information, and interacting with peers. Every student is accountable for not only learning

material but also explaining it to another student."[4] It means that Snowball can help the students build their prior knowledge in reading comprehension and interact with the teacher and their friends in active learning.

In improving students' reading comprehension, Snowball Throwing is one of strategies makes the students more active work in group. In addition, snowball throwing is one of learning strategies used to get the answer from the text which created by the students from discussion with their friends. Then, it makes the other students are able to response the masseges to answer the question related of the text it's self which is sign by a crumple of some papers and throw to another students. Therefore, this strategy increases reading ability of students because in these activities they will have different roles including having to read the text. This mean that the students should comprehend about the text with it is proved by the answer of questions properly and correctly.

Based on the researcher's preliminary interview and pre-observation that the researcher did with the English teacher and some students at the second grade of social major in SMA N 1 Palembayan on Wednesday 13th of January 2017, the researcher found some problems related students' understanding. First, the researcher did interview with the teacher with some question related on the students' problem. The teacher

[4] Jossey Bass *Wiring the Brain for Reading: Brain- Based Strategies for Teaching Literacy*. 2013

said that 13 of 22 students got low mark in class. Then, the researcher found in score of MID TERM TEST most of the students got low of KKM (the minimum passing grade), KKM for the reading is 75. *(see on appedix 1 page 85 and 86).*

The second problem, the researcher found that some students did not pay attention when the teacher explained the material in the front of the class. It was supported by the observation that the researcher did in three times. Most of the students were passive to read the text, especially when the teacher gave a long and uninteresting text. The students just waited for the teacher to explain it and They did not try to answer the question. Consequently, only some of the students got involved in the classroom activity.

The last problem , the students were difficult to comprehend the text being read. When the researcher observed the students, they were not be able to answer the given question to find the main ideas and elements of text when the teacher asked them to did the exercise. The students also have limited vocabulary. It was proved by the students tended to ask the teacher the meaning of the words or to find it in the dictionary. Consequently, the students could not answer the questions well.

In order to overcome this problem, the researcher uses a suitable strategy toward the students' reading comprehesion with name snowball throwing Strategy. According to Istarani there are four advantages of snowball. First, It trains students more independent to understanding about

the text through creating a question to be delivered to another student then each student also has a responsibility to answer a question related of the text. Second, It is improves leadership skills among students with a group leader whose responsibility to convey messages to his friends as members of his group. Third, Snowball Throwing is a strategy to creates a lively classroom atmosphere because all of the students must work in order to complete their tasks.[5] It can be concluded that snowball throwing is good stategy for reading comprehension. So, they do not feel bored and easy to comprehend about the text.

From explanation above, the researcher is interested to conduct a research about **" The Effect of Using Snowball Throwing Strategy towardReading Comprehension on Narrative Text at Second Grade of Social Major in SMAN 1 PALEMBAYAN in Academic Year 2016/2017"**

B. Identification of the Problem

Based on the background of the problem above, the researcher identified three problems :

1. The students got low mark which proved by score of MID TERM TEST most of the students got low mark of KKM (the minimum passing grade), KKM for the reading was 75.

[5] Henny Susanty, "*use of the snowball throwing technique for teaching better ESL*" . (english educational journal (EEJ) ; january 2016) p.124. *ret.Monday 14t^{h} of January 2017*

2. The researcher found that some students did not pay attention when the teacher explained the material in the front of the class. Consequently, only some of the students got involved in the classroom activity.
3. The students were difficult to comprehend the text being read. Consequently, the students could not answer the questions well.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher limit the problem on the teacher strategy which the teacher still used is non-communicative strategy in teaching reading. Then, the research focus on Snowball Throwing Strategy can improve students' reading comprehension, especially in narrative text. This study will be conducted at eleven grade students of social major in SMA N 1 Palembayan , academic year of 2016/2017.

D. Formulation of The Problem

Based on the limitation of the problem, the problem in this research will be formulted as the following questions :

1. Is there significant effect of using Snowball Throwing toward student's reading comprehension on narrative text ?

2. Is there significant difference between the experimental class who use Snowball Throwing strategy on narrative text and the control class who use non communicative strategy?
3. Is the reading comprehension of the students who are taught by using Snowball Throwing strategy on narrative text is better than the students who are taught without snowball throwing strategy ?

E. The Purpose of the Research

Based on the formulation of the problem, there are three purpose of this research. The purpose of this research are :

1. To know wheteher there is significant effect of using Snowball Throwing strategy toward students' reading comprehension on narrative text.
2. To know whether there is significant difference between the experimental group who use Snowball Throwing on narrative text than control class who use non communicative strategy toward students' reading comprehension skill at Second Grade of Social Major in SMA N 1 Palembayan.
3. To know whether there is reading comprehension of students who are taught by Snowball Throwing strategy on narrative text better than the students who are taught without snowball throwing strategy

F. Significance of the Research

The reseracher hopes the result of this research gives extra insight, they are :

1. For the teachers, they will get nformation and deeper understanding about snowball strategy towardreading comprehension on narrative text
2. For the students, it can make the students easier in learning reading, especially in understanding the content of narrative text.
3. For the researcher, as the equipment to obtain Bachelor Degree on English Education Department in IAIN Bukittinggi, and get more knowledge and experiences through the research.
4. For the readers, to provide useful information for the readers in improving students' reading comprehension by using snowball throwing strategy.

G. Definition of Key Terms

The key terms used in this research are defined as follow :

1. Reading Comprehension is the proccess of constructing meaning from the text to get the meaning and understand the whole the text
2. Snowball throwing is one of strategy of coorperative learning which create the question and the answer by the students and the students explain the answer to their friends.

3. Narrative text is a piece of text which tells a story to inform and entertain the reader and listener. The elements of text include the Orientation, Complication and Resolution.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theory

1. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is an essential skill for learners of English as a second language. According to Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. [6] Furthermore, Anderson in Nunan that reading is a fluent process of readers combining information from a text and their bacground knowledge to build meaning.[7] It means that the ability to comprehend in reading a text will help the students to get the meaning and understand the text.

In addition, Peatrice and Linda also stated that reading comprehension is part of life, every waking minute, the brain is busy making sense of your world. messege are constantly coming in about what you see, hear, smell, touch, or taste. Brain receives these messages, interprets them, sorts them, and saves them.[8] Furthemore,

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[6]Snow, Catherine E, *Reading For Understanding: Toward A Research And Development Program in reading Comprehension*,(Santa Monica,2002), P. 11

[7]David Nunan, *Practical English Language Teaching*, (Singapore:Mc.Graw Hill,2003), p.68

[8] Peatrice S. Mikulecky & Linda Jeffries, *More Reading Power*. (America Anderson Wesky Publishing Company,1996),p.14

the success and unsuccess in reading the text is very important to the students. As Gordon defined that," reading comprehension is complex process which comprises the successful and unsuccessful use of many abilities".[9] It means that the comprehension will depend on the students' success and usnsuccess in reading the text. Succesfull and unsuccessfull students inreading the text will affect their competence in making connection with the text.

Based on the definition above, it can be concluded that comprehending text in reading activity is very important thing. The students may read for enjoyment and enhancement knowledge of the language being read. Thus, the student have to encourage their reading comprehension through learning process.

b. The purpose of Reading

When reader begins to read, the reader has some purposes in reading the text.Dallman says the purpose in reading comprehension as follows:[10]

1. Reading to find the main idea.

   One of the most conventional reasons for reading is to get the general idea of a selection. This purpose is usually done in reading fiction and science. The students need to

[9] Gordon R. Wainwright, *How to Read Faster and Recall More, Learn the Art of Speed Reading with Maximum Recall,* (United Kingdom : Gordon Wainwright, 2007) p.35

[10]DallmanMartha, *The Teaching of Reading*, (America:Hold Renchart and Wiston, 1964) p.134-139

develop this ability not only through incidental but also through practice exercises.

2. Reading to select significant details

The ability in selecting the significant details is closely related with finding the main idea. The students have to know the differences between the main points and supporting details. The students also must be able to decide which points are more important.

3. Reading to answer questions

Reading to answer the questions is a means of improving the ability to note significant details. It is the conventional goal in teaching reading even in elementary school, high school, and college. The answer will be easy to find if the questions are partly coughtedin the exact words of the writer.

4. Reading to summarize and organize

Both of the ability to select the main idea and to choose the significant details are basic to another conventionally seek goal of reading that of summarizing and organizing.

5. Reading to arrive at generalizations

Formulating generalization is in a sense a specialized form of summarizing. To arrive a generalization the reader needs to note specific instances and than decidingwhether the data presented are sufficient to warrant significant conclusion.

6. Reading to follow directions

The ability to follow directions usually is a combination of many reading skill. The ability to note details, to organize, and to note the squence of events.

1) Reading to predict outcome

Another important comprehension skill is that of predicting outcomes. This skill may manifest itself in a variety of ways.

2) Reading to evaluate critically

One of the most significant comprehension skill is that of making critical evaluation of what is read.

Based on the explanation above, the purposes in reading a text are to find main idea, to select significant details, to answer question, to summarize and to organize,to arrive at generalizations, to follow directions, to predict outcome, and to evaluate critically. By knowing

the purpose of reading, it helps the students easier to comprehend the text.

c. The process of Reading

According to Samuels and Kamil in Nunan, there are three process of reading.[11]They are bottom-up models, top-down models, and interactive models.

a) Bottom-up

This model typically consist of lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition, building up to the identification of grammatical structure, sentences, and longer texts. Letter, letter clusters, words, phares, sentences, longer texts, and finally down into smallest part of the text such as identify the morpheme, identify the grammar structure, sentences, identify the paragraphs and identify the longer text, finally the students get the meaning of the text.

b) Top-down models

In the top models, the readers use background knowledge, make prediction, and searches the text to confirm or reject the prediction that are made. A passage can thus be understood even if all of individual word not understood. Within a top-down

[11] David Nunan, *Practical English Languange Teaching*,….. p.70

approach to reading, the teacher should focus on meaning generating activities rather on mastery of word recognition. It means that the students bring their background knowledge and experience to the text to make they are understood about the text, even though all of individual word are not understood.

c) Interactive models.

This models combined elements of both bottom-up and top-down models of reading to reach comprehension. In this models, teacher starts reading activities by correlating students' background knowledge to the text in order to introduce the new topic, than they are allowed to read the text by recognizing the vocabularies, sentences, paragraphs, and then long text.

It can be conclude that those are three process in reading a text that can be used by the students. Sometimes the students can use bottom-up models, top-down models,and interactive models that can help to get more understanding about the text.

D. The principle of teaching reading

During teaching reading process, we must pay attention about the principles of teaching reading. The principle can be standard to limit teacher when they teach reading. The principle of teaching reading are stated below: [12]

a. Exploit the reader's background knowledge.

The reader's background knowledge can influence reading comprehension including all of reader's experience. Reading comprehension can be connected to be background knowledge if it activities by setting goal, asking question, making question.

b. Build a strong vocabulary base.

Recent research emphasized the importance of vocabulary to succesfull reading. The basic of vocabulary should be taught explicity and should be taught to use it in the context to guess the meaning of less frequent vocabulary should be taught explicity and should be taught to use it in the context to guess the meaning of less frequent vocabulary.

c. Teach for comprehension.

In many instruction programs, more emphasis and the time may be placed on testing reading comprehension

[12] David Nunan,*Practical English Teaching*…74-77

that on teaching readers how to comprehend. Monitoring comprehension is essential to succesfull reading. Part of that monitoring process includes verifying that the prediction being are made correct and checking that the reader is making the necessary adjustments when meaning is not obtained. It means that in teaching reading, the reader should be able to monitor their comprehension and know what the strategies they use to comprehend the text.

d. Work on increasing reading rate.

The teacher should do more effort to assist student in increasing their reading rate, teacher over emphasizes accuracy which impedes fluency. The teacher must work toward finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It means that, the reader focus on fluent than develop speed reading.

e. Teach reading strategies

Strategies are tools to be active, self directed involvement that is necessary for developing communicative ability. Then, strategies are not a single events but rather a creative sequence of events that learners actively use. So, the students need to learn how to

use a range of reading strategies that match with their purposes in reading

f. Encourage reader to transform strategies into skills.

As learners consciously learn and practice specific reading strategies, the strategies move from comcious to unconscious, from strategy to skill. For example, guessing the meaning unknown vocabulary from context, introduce this concept and practicing how to use context to guess the meaning of unfamiliar vocabulary

g. Build assessment and evaluation into your teaching.

Assessing growth and development in eading skill from both formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

h. Strive for contious improvement as a reading teacher.

The quality of the individual teacher is integral to success for second foreign language readers. Reading teachers need to be passionate about their work.

All of these principles should be considered by teacher while planning a course. The teacher should know these principles to teach the students in appropriate way.

Based on the explanation above, it can be concluded that through these principles of teaching reading, the teacher will be able to develop the students' ability in comprehending a text.

E. Reading Assessment

The assesment of reading is used to measure to students' reading comprehension, when teacher has already helped the students in reading comprehension, teacher needs to identify the development of students' reading comprehension. According to Nunan, there two types of assessment in measuring reading comprehension, quantitative and qualitative assessment. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information includes reading journal responses, reading interest surveys, and responses to reading strategy checklists.[13] It can be concluded that the reader have to know quantitative and qualitative assessment, so it helped them to do reading assessment easier. There are several indicators to measure students' reading comprehension.

[13] David Nunan, *Practical English Languange Teaching*,.....p.77

The indicators to Measure Student's Reading Comprehension.

No	Indicators
1.	The students are able to identify the main idea of each pragraph
2.	The students are able to identify the detail information in the text
3.	The students are able to identify the generic structure the genre of the text
4.	The students are able to identify the purposes of the text.

Resource : English sylabus[14]

The table above shows that the teacher should make reading comprehension test result. Suharsimi Arikunto gives some examples about it, there is one if them.[15]

"A" got achievement score 24, the maximum score s 40

The test result : $\frac{24}{40} \times 100\ \%$

The results is 60 %. But, on the test result list, "A" got 60 as his test result, 24 score and 60 is the test result.

[14] Depdikbud, *english sylabus for second grade of senior high school* .2016/2017

[15] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, (Jakarta : bumiaksara,2007) p. 236

So, the test result is calculated as follow :[16]

The result score of reading comprehension = $\frac{\text{Achieving Scores}}{\text{Maximum score}}$ x 100%

The achievement score is divided with maximum score and it is multiplied to 100 %. So, each right answer will get score 1.[17] Then, the researcher will get the test result of a student. It will figure the students' achievement of reading comprehension.

2. The Snowball Throwing Strategy in Reading Comprehension

a. The Definition of Snowball Throwing

Snowball Throwing is one of strategy of coorperative learning which ask the students to build their competence to be a leader with cretively to make question and the answer in a group. According to Jossey Bass,"Snowball is coorperative learning stategy to helpful for reviewing information, summarizing and verbally expressing facts and information, and interacting with peers. Every students is accountable for not only learning material but also explaining it to another student."[18] Its mean that snowball can help the students to build their prior knowledge and interacting about the learning with the teacher and their friends.

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[16] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*,(Jakarta : bumisara, 2007), p.236

[17] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*,(Jakarta : bumisara, 2007), p.159

[18] Jossey Bass *Wiring the Brain for Reading : Brain- Based Strategies for Teaching Literacy*… page

According to Laura E. Pinto, "snowball is strategy addresses active, kinesthetic learners' needs, while also providing a means of prior learning (or diagnostic) assessment for the teacher."[19] Furthemore , According to Jessica Perich Carleton,"the snowball fight gives the teacher the opportunity to control this activity if he or she feels the class is overstimulated. Its mean that snowball is best for gauging prior knowledge or opinion of the students which the teacher as controller in the class.

According Amy Butter, " snowball is means to practise questions and answer, as weell as any other topic. Choose a certain number of questions and ask students to write them on a piece of paper. Give them a specific type of question you would like them to practise or leave their options open. Go around the room, check the question for accuracy, and provide the students with feedback. To speed up your checking, have them first show the question to their partners to see of they find any errors. Once the questions have been checked, direct the students to orally ask their question to other students in the classroom. Once they have done this, the students may wad up their paper into a snowball. Allow students about minute to throw snowballs at ech other. Tell them they cannot throw the snowballs at anyone's head. Once the time is up, direct students to pick up a snowball, open it, and write down a complete answer for all of the questions in the paper.

[19] Laura E. Pinto, *95 Strategies for Remodeling Instruction: Ideas for Incorporating CCSS* / Laura E Pinto, Stephanie Spares, Laura Drisscoll……page 36

Check the students's work and provide feedback. A second possibility is to have students ask their classmate the questions they wrote and recird their responses.

b. The purpose of Snowball Throwing

There are some purposes of Snowball Throwing. First, to develop the procces of new quality students' thinking.[20] It means that Snowball Throwing strategy ask the students to decide individually on an important concept or fact related on the text, because of that the students should understanding that to develop their idea.

Second, in order to make group better acquainted and to help reduce barrier to participation through active engagement.[21] Its mean that Snowball Throwing ask the students to participate in their group. So when teaching and learning proccess ungetting bored

Third, providing a means of prior learning (diagnostic) assessment for the teacher.[22] Its mean that Snowball Throwing is one of means for the teacher to know about the ability of the students exactly. In these case, The teacher can look from the answer of the students in group discussion.

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[20] Josef Schmied, Christoph Haase, Katrin Voigt, *Research in English and applied Linguistics REAL Studies 1* (The Real Centre Europe : 2005) p.92

[21] Glen G. Gilbert, PhD, Robin G. Sawyer, PhD, Elisa Beth McNeil, Phd, *Health Education : Creating Strategies for School and Community Health* (United States :2015),110

[22] Laura E. Pinto, Stephanie Spares, Laura Driscoll, *95 Strategies for remodeling instruction : ideas for incorperting CCSS* (Calofornia : 2012). P.36

Based on the explanation above, its can be concluded that the purpose of Snowball Throwing is to improve quality of the teacher and the students in teaching and learning proccess.

c. The Advantages and Disadvantages of Snowball Throwing

Istarani (2012:93) lists the advantages of the STT as follows:[23]

1. It improves leadership skills among students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
2. It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.
3. It develops creativity of the students who have to create questions and form their paper into a ball.
4. It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.

It can be concluded that sowball throwing makes the students easy to understand about the texr and they felt not bored in learning proccess

[23] Henny Susanty,"use *of the snowball throwing technique for traching better ESL*",(english educational journal (EEJ) ;january 2016), p.124

In contrast to the above advantages, Istarani (2012) also explains some of the disadvantages of STT as follows:

1. The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the STT clearly.
2. Some students may not yet be able to create good and correct questions.
3. After getting the ball from his friend, a student may not be able to answer the question correctly especially if the question is not clear or, in other words, the question is incomprehensible.
4. It can be difficult to determine whether the learning objectives were achieved or not.

d. The Procedure of Snowball Throwing

There are some procedures of Snowball Throwing strategy. According to Bryan Haris there are 8 steps activity in snowball. They are :[24]

1. Provide each students with half sheet of paper
2. Remind students of the key objectives of the lesson and provide them with time to think about what they know about the topic.

[24] Bryan Haris, *Battling Boredom : 99 strategies to spark student engagement*.(Routledge:New York 2013), p.96

3. Pose a question to students and ask them to write the answer on the half sheet of paper.
4. Once all students have written their responses, have them crumple the paper into a ball (snowball).
5. Have stduents stand, push in their chairs, and hold on their snowballs.
6. Devide the class into two teams and provide boundaries that each team must stay within.
7. Instruct students that when they are cued, they will be given 1 minute to have snowball fight. During that time they are constantly collect and throw snowballs at the other team.
8. When time is up, have each students collect one snowball and read what is written on it. They can share that information with partners or compare it to what they wrote on their own snowball.

Then , According to Linda schwartz Green there are 9 nine steps of snowball. They are :[25]

1. Ask the students to create a question about a topic of study.
2. Have students write the questions on a new sheet of paper, then crumple the paper in a ball.
3. When you call "snowball fight" the students throw the balls around the room.

[25] Linda schwartz Green, *40 Active Learning strategies for Inclusive Classroom* (Corwin : California2011) p. 114

4. When the balls land, students pick up one snowball each
5. Each student take a sowball to his or her desk, opens it and writes down the answer to the question.
6. Students then crumple the paper up again and throw it around the room when you call “snowball fight”
7. Again the students pick up one random snowball.
8. At their desk, each student opens the snowball and reads the question and answer. They write whether they agree or disagree witj the previous student’s response and why.
9. At this time, a discusiion ensues. Ask the students to volunteer to share questions and answers and answers from the snwball they have on their desk. The students sharing can agree or disagree with peers’ responses on the paper. Other classmates are given an oppirtunity to share and critique peer esponses. Students whi have the same questions on their snowball papers will be able to compare and contrast the answer.

Thus, Francisca sanchez has mentioned nine steps in Snowball Throwing strategy in teaching reading. They are:[26]

1. Each student finds a partner. The teacher give the students oppurtunity to prepare their idea or information about narrative

[26] Francisca Sánchez,*Interactive Classroom Strategies & Structures for Success :Focus on English Learners* (revised :2010) p.131

text and give a text to the students. Then, ask the students to read aloud by theirself

2. In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.
3. The students ball up their papers.
4. The "question" students line up on one side of a line, rope, or ribbon.
5. The "answer" students line up on the other side. Both lines should be facing each other.
6. On the teacher's signal, the students throw their "snowballs" across the line. In these case, teacher's signal is the the teacher says snowball and the teacher give a chance to the students to throw their snowball whoever they want
7. At the teacher's stop signal, everyone picks up one snowball and tries to find the partner snowball.
8. In their new pairs, students read their question and answer, then use their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer. The teacher ask the students to read aloud about the question and aswer that they get and write down an

important concept and fact which related narrative text in their notebook.

9. At the end of the strategy, the class reviews the points that were discussed. The teacher guide the students to conclude the information related with narrative.

Based on some of procedures above the researcher choose the procedure of Francisca sanchez because this procedure conduct the students to create the question and answer by their self and the students will check the asnwer by using some references. In the the other hand, the procedure of Linda schwartz Green just ask the students about agree or disagree about the answer of the question. On the contratry, Bryan Haris just ask the students to answer the question of the teacher.more clear and easy to understand. Finally, the procedure of Francisca sanchez makes the atmosphere of the class more active and it can be concluded that the students will easy to understand about the text.

Finally, snowball is one of strategy in coorperative learning to improve students in learning proccess. Then, snowball have same procedure which is crumble the paper into ball and throw/ fight to another students to answer the question related of the text . So, in this case, snowball strategy makes the students have critical thinking.

3. The Nature of Narrative Text.

a. Definition of Narrative Text.

Narrative text is a text that tells a story to the reader with goal to entertain the reader. Narrative text is a text which contains about story (fiction,non-fiction,tales,folktales,fable,myths,epic) and its plot consists of climax of the story (complication) then followed by the resolution. The story is taken place in the past. While, the goal is to entertain the reader. Furthemore, Reinking and Hart tell that the purpose of narrative text is to tell what happened or establish an interesting or useful fact.[27] It can be concluded that narrative text is a text with tell a story in the past to entertain the reader which have plots of story.

b. Elements of Narrative Text.

Narrative text has some characteristic that build in some of elements.

There are many elements of narrative text :

a) Social Function

The function of narrative text is to amuse, entertain or inform the factual information and imaginer. Besides that, narrative text is to learn the reader. Thus, narrative text

[27] James A. Reinking and Andrew W. Hart, *strategies for successful Writing,*(Englewood: New Jersey,1986),p.41

has the moral value that we find explicitly in the text. Usually, narrative text is read for children order they can learn from the story.

b) Generic Structure

The story in narrative text is talked in some elements that build the story in a sequential order and can be understood by the readers. According to Pardiyono, there are four elements of generic structure of narrative text.[28] They are :

a) Orientation

It tells the characters and setting of the events in the story. Characters are the person who acts in the story. Furthermore, setting includes the time, location, and everything that the influence the story, where the story takes place. It should be interesting to provoke the reader to read more detail of the story.

b) Sequence

It tells activity in detail that is problematic. It is arraged in sequential order from the introduction, conflict, and climax. The introduction is about the starting and the cause of the problem in the strory

[28] Pradiyono, Pasti Bisa! Teaching Genre- Based Writing, (Yogyakarta : Andi Offset,2007),p.93-98

berween the characters. The climax is the rising of the conflict in the story. The function is to amuse the reader and give moral value.

c) Resolution

It tells the problem solving, how the character solved their problem. Sometimes, the writer lets the reader to find the conlusion by themselves. The function of resolution is to decide what the ending of the story are, happy ending or sad ending.

c) Coda

It is about the moral value that can be the reader get from the story and they can learn from that. It can be a brief conclusion that only contains the moral value for the reader.

d) Grammatical Feature

Comprehending the sentence structure is really important for the students. The structure will help students in comprehending the text.

Narrative text uses :

a) Simple past tense, because the story is happened in the past
b) Time signals such as first, then, after that, before, when, finally, etc

c) In the first sentence uses once upon a time, long ago, one day, etc

Thus, all of the elements will construct a narrative text and the reader will be interest to read it.

B. Review of the Related Studies

Based on literatures read by the reseracher, she found the study relevant with her research. The first is the study that had been done by Rizka Rahmadini on the tittle " The Implementation Snowball Throwing Model to Improve Students' Reading Comprehension at The Seventh Grade Students of MTSN Jetis Ponorogo in Academic Year 2011/2012 ". The result of her research, it was seen from the improvement of criteria of succes of student's score, there were 15 students who got score under 70, the students who got score more than 70 only 11 students and the students which absent 1 student in cycle I. Then for the cycle II all of the students got more than 70. It can see from questionaire result showed that students enjoyed nd become active during teaching learning process. Its mean that Implementation of Snowball Throwing Model was effective in teaching and learning procces, especially in teaching reading.

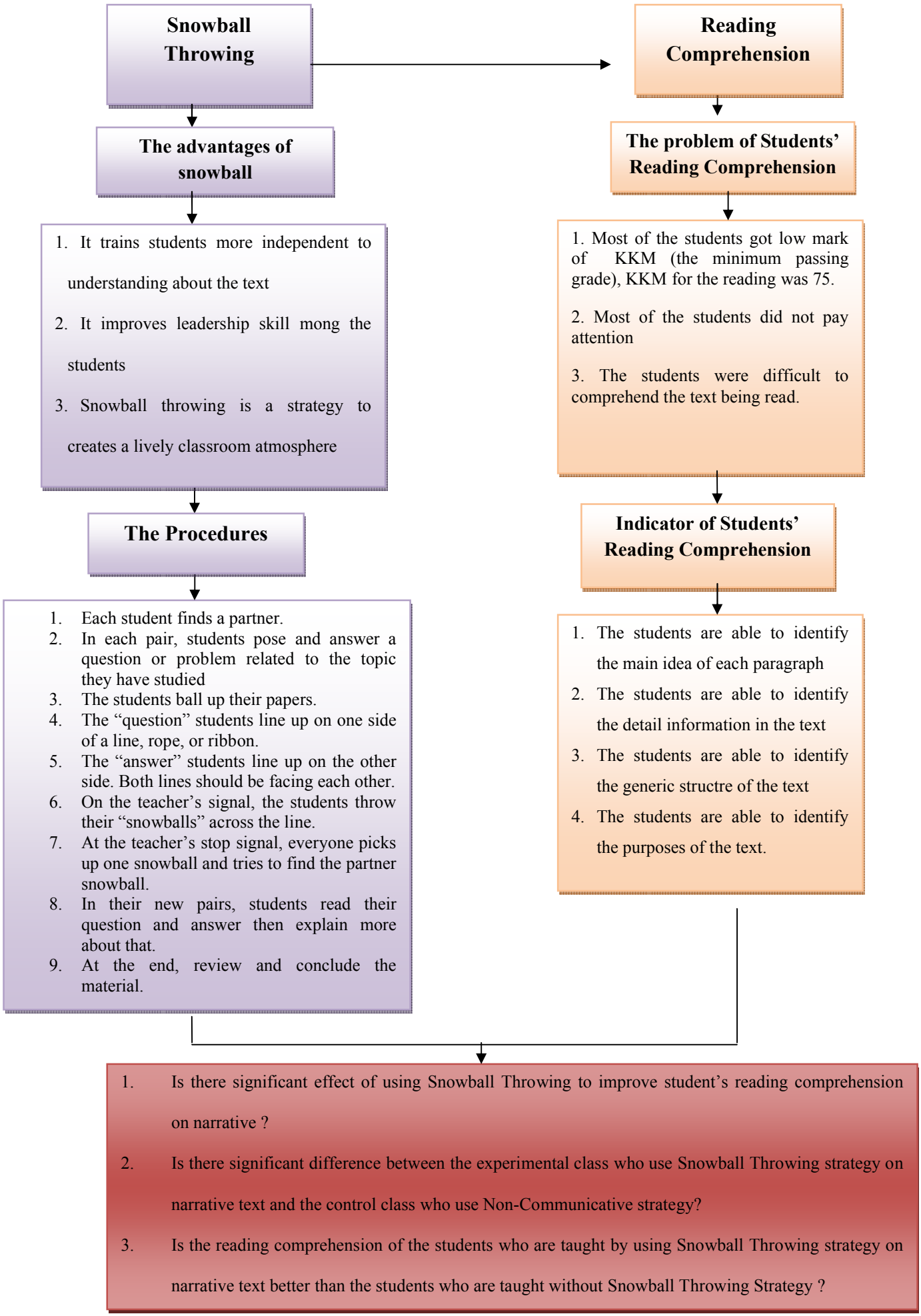
Another relevant study was conducted by Meutia in her thesis " Using Snowball Throwing Technique in Improving Students Reading Comprehension (An Experimentl Research at The Second Grade of SMA

Inshafuddin Banda Aceh). It can see that,the mean score in the post – test was increased compared to the mean score in the pre- test. In the pre-test, the mean score was 50.33 and the post – test was 76-67. Its mean that, Snowball Throwing technique can be one of the lternative technique in teaching english prticularly in reading class.

Based on the related studies above, it can be concluded that Snowball Throwing could give impact in reading comprehension. Those previous researchers conducted the research by using experimental research. On the other hand, in this research, the difference between this research and the researches done is to know the effect using Snowball Throwing strategy to improve students' reading comprehension on narrative text at the second grade of social major in SMAN 1 Palembayan academic year 2016/2017 This research would be more focused on strategy to students' reading comprehension in narrative text

C. Conceptual Frame Work

In teaching and learning process, teacher should be able to teach appropriate activities. This applied in order to the students is not bored and understand about narrative text in reading comprehension. One of activities that can help the student to understand the reading is by using Snowball Throwing


Snowball Throwing
Reading Comprehension
The advantages of snowball
The problem of Students' Reading Comprehension
1. It trains students more independent to understanding about the text
2. It improves leadership skill mong the students
3. Snowball throwing is a strategy to creates a lively classroom atmosphere
1. Most of the students got low mark of KKM (the minimum passing grade), KKM for the reading was 75.
2. Most of the students did not pay attention
3. The students were difficult to comprehend the text being read.
The Procedures
Indicator of Students' Reading Comprehension
1. Each student finds a partner.
2. In each pair, students pose and answer a question or problem related to the topic they have studied
3. The students ball up their papers.
4. The "question" students line up on one side of a line, rope, or ribbon.
5. The "answer" students line up on the other side. Both lines should be facing each other.
6. On the teacher's signal, the students throw their "snowballs" across the line.
7. At the teacher's stop signal, everyone picks up one snowball and tries to find the partner snowball.
8. In their new pairs, students read their question and answer then explain more about that.
9. At the end, review and conclude the material.
1. The students are able to identify the main idea of each paragraph
2. The students are able to identify the detail information in the text
3. The students are able to identify the generic structre of the text
4. The students are able to identify the purposes of the text.
1. Is there significant effect of using Snowball Throwing to improve student's reading comprehension on narrative ?
2. Is there significant difference between the experimental class who use Snowball Throwing strategy on narrative text and the control class who use Non-Communicative strategy?
3. Is the reading comprehension of the students who are taught by using Snowball Throwing strategy on narrative text better than the students who are taught without Snowball Throwing Strategy ?

The scheme above shows that Snowball Throwing Strategy can help the students and the teacher in reading comprehension on narrative text. The purpose of Snowball Throwing strategy is to help the students by using nine procedures to understand the text. So, the students can build comprehend about they reading comprehension by using Snowball

The teacher can use Snowball Throwing strategy to make students active and understand in teaching reading comprehension of narrative text. Snowball Throwing Strategy has nine procedures the first one is each student finds a partner. The teacher give the students oppurtunity to prepare their idea or information about narrative text and give a text to the students. Second, ask the students to read aloud by theirself .Third,In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper. Fifth, The students ball up their papers the “question” students line up on one side of a line, rope, or ribbon and the “answer” students line up on the other side. Both lines should be facing each other. Sixth, On the teacher’s signal, the students throw their “snowballs” across the line. In these case, teacher’s signal is the the teacher says snowball and the teacher give a chance to the students to throw their snowball wherever they want . Seven, at the teacher’s stop signal, everyone picks up one snowball and tries to find the partner snowball. Eight, In their new pairs, students read their question and answer, then use their resources (textbook, other print material available,

posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer. The teacher ask the students to read aloud about the question and aswer that they get and write down an important concept and fact which related nrrative text in their notebook. Finally, At the end of the strategy, the class reviews the points that were discussed. The teacher guide the students to conclude the information related with the text.

Furthermore, there are four indicators in reading comprehension that must students achievement. they are: the students re able to identify the main idea of each paragrph, the students are able to identify the detail information in the text, the students are able to identify the generic structre of the text, and the students are able to identify the purposes of the text.

Thus, this research is intended to see the effect of Snowball Throwing Strategy to improve students' reading comprehension on narrative text at the second grade of social major in SMA N 1 Palembayan.

D. Hypothesis

A hypothesis is a tentative explanation for certain behavior, phenomena, or events that have occurred or will be occur. A hypothesis states that the researcher's concerning the relationship between the variables in the research problem.[29] Therefore, the study proposed the null

[29] L.R.Gay,*Educationalresearch,*(Merrill: Macmillan Publishing, 1976).3td edition,p.53

hypothesis (denoted by H_0), and alternative hypothesis (denoted H_a). The hypotheses of this research are:

1. H_a : There is significant effect of Snowball Throwing toward students' reading comprehension

   H_0 : There is no significant effect of Snowball Throwing toward students' reading comprehension

2. H_a: There is significant difference between the experimental group who use *Snowball Throwing* on narrative text than control class who use non communicative strategy

   H_0 : There is no significant difference between the experimental group who use *Snowball Throwing* on narrative text than control class who use non communicative strategy

3. H_a : Student's reading comprehension taught by Snowball Throwing is better than taught by non-communicative strategy

   H_0 : Student's reading comprehension taught by Snowball Throwing strategy is not better than taught by non-communicative strategy.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting the research, the researcher used the quantitative research. The quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical. According to Margono, the quantitative research is a process to find knowledge which uses the numeral data. In other words, the data is used as a tool to find information that will be found by the researcher.[30]

Furthermore, experimental research is accurately used to test the cause-effect relationship by using hypothesis test. Gay states that experimental research is the method of research that can truly test hypothesis concerning cause and effect relationships.[31] Dealing with this purpose, the experimental research was conducted to compare two groups by giving a test to check whether there is a significant difference between the group that gets a special treatment and the other group tha tdoes not.

In this experimental research, the researcher used a quasi-experimental design by using the pretest-posttest control group design.Gay also adds that an experiment typically involves two groups

[30] Margono. S, *MetodologiPenelitianPendidikan*, (Jakarta: RinekaCipta, 2007), p.105

[31] L.R. Gay, *Educational Research: Competencies for Analysis and Application,* (New York: Merrill Publishing, 1990), p.261

(two classes), an experimental group and a control group.[32] The experimental group and the control group were give the same test. The test was same in qualities and quantities to keep the reliability of the research. It was give to know how the effect of snowball throwing to improve students' reading comprehensions. The research is described as following table:

Table 3.1: Control-Group Pre-test-Post-test Design

	Pre-test	Treatment	Post-test
Experimental Class	T1E	X	T2E
Control Class	T1C	-	T2C

Where:

T1E = the pre-test for the experimental class

T2E = the post-test for the experimental class

X = the treatment

T1C = the pre-test for the control class

T2C = the post-test for the control class

Based on the research design above, special treatment was only given to the experimental class. The post-test was conducted after giving the treatment to the experimental class and it was given in order to observe students' comprehension in narrative teks.

[32]L.R. Gay, *Educational Research: Competencies for Analysis and Application, … ,* p.261

A. Population and Sample

1. Population

Population and sample were the most important aspect which should be there in research, without population and sample the research could not be done. According to Gay, 'the population is a group of interest to the researcher would like the result of the study to be generalized.[1] It means that the population was the entri research object which some of them will be use as source of data. All of the population should have the specific character. Furthermore, Margono states that the population is the totality of research object as a source of the data that has specific character in a research of study.[2] The population of the research was all of the students at second grade in SMA N 1 Palembayan. The population is described in the following table:

Table 3.2

The Total Population of The Second Grade Student in SMA N 1 Palembayan Academic Year 2016/2017

No	Class	Total Number of Students
1.	XI IPS 1	22
2.	XI IPS 2	22
3.	XI IPA	19
	SUM	63

[1] L.R.Gay, *Educational Research,*.....p.102
[2] Margono, *methodelogi penelitian pendidikan,*.....p.118

From this table, the population from this research was 64 students that were the total of the students in the two class of the Second Grade Student in SMA N 1 Palembayan.

2. Sample

Sample represents the quality and characteristic of population. According to Sugiyono, a sample is a part of the total and the characteristics that exist in that population.[3] In this research, the researcher used two classes which were experimental class and control class. To determine a sample in this research. The researcher used a purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of data sources with particular consideration.[4] In this research, the researcher chose both of the XI IPS 1 and XI IPS2, two classes as the sample because of some considerations. First, these class had the same ability in reading English. It was approve by score of MID term test of the students that researcher get from the teacher. Second, both of these class had same teacher in English lesson. Then, after analyzing the normality the data in these two classes by liliefors test and F test, the researcher find that these two classes were normal and homogen. The steps to take the sample are:

[3]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, (Bandung: PenerbitAlfabeta, 2009), p.118

[4]Sugiyono, *MetodePenelitianPendidikan,* (Bandung : Alfabeta, 2009), p. 300

a. The researcher collected the score of students reading comprehension MID term test of the second grade of SMA N 1 Palembayan

b. The reseacher tested the normality of the data

The purpose of testing the normality of the data was to know if the data spread out normally or not. Lilliefors test would be used to test the normality of the data. It can be done as these steps below:

a) Arrange the data from the lowest to the highest

b) Find the mean score (x) , the standard deviation (s) and the variant

X = $\frac{\Sigma}{}$

S = = $\frac{\overline{\Sigma (\quad)}}{}$

$= \frac{\Sigma(\quad)}{-}$

c) Find the score of Z_i by using this formula

$$Z_i = \frac{X_i - \overline{x}}{s}$$

d) Find the score of f (Z_i) by consulting the score of Z_i with Z table

e) Find S (Z_i)

f) Find the absolute score of F (Z_i) – S (Z_i)

g) Determine the highest score of absolute mark F (Z_i) – S (Z_i). It is name as Lo (lilliefors)

h) Test the Lo score with lilliefors table with the certain degree of freedom = 0.05

i) Take the conclusion. If the Ltab > Lo it could be conclude that the data distribute normally with the degree of freedom in 5%.[5]

c. Test the homogeneity of the data.

The homogeneity of the data was used to find out whether the population was homogeneous or not, so the researcher used the F test. The homogeneity test by using F test was done by following the steps below:

1) Find the mean score ($\bar{x}$)

2) Find the standard deviation (*s)*

$$= \frac{\Sigma \ (\text{xi} - \bar{x})^2}{-1}$$

3) Find the variant (s^2)

$$^2 = \frac{\Sigma \ (\text{xi} - \bar{x})^2}{-1}$$

[5] Gay, L.R, *Educational Research : Competencies for Analysis and Application*, … p. 102

4) Find the Fobtained = ——————

5) Find the score of Ftable with the certain of level significant (α), 0,05.

6) Find Ftable

$v_1 = n - 1$

$v_2 = n - 1$

7) Take the conclusion, if the Fhit<Ftab.

8) After find the homogenous group, then the researcher decided the control and experimental class.

d. To determine the experimental class and the control class, the researcher choosed the XI IPS^1 class as experimental class and XI IPS^2 class as control class. The total of the sample are 44 students; 22 students in XI IPS^1 class and 22 students in XI IPS^2 class.

B. Instrument of the Research

Instrument was a technique that is used to collect data. The instrument that would be used in this research was a test about the students' reading comprehension on narrative text. This test is conducted in order to identify the effect of using *Snowball throwing* startegy toward students' reading comprehension in narrative text. There were two kinds of the test which used in this research, they were pre-test and post-test. The form of test was

multiple choices. The test consists of 30 items. The test is created by considering the validity and reliability test. According to Arikunto, the main requirements of the test are validity and reliability, as explain below :

1. Validity

Validity in testing was to discover whether a test measures accurately what is intended to measure or it measures what it is purposed to measure. Arikunto says that a test can be said as a valid test if it measures what is intended to measure and the instrument is called as a valid instrument when it can give the true description about the data based on the reality or fact.[6] In this research, the validity used the content validity and items validity. The researcher would do validity and would consult the instrumentation to the experts they are lecturers. In other word, test was valid if it measured accurately what is intended to be measured.

The validity test by using product moment test is done by Pearson:[7]

$$r \quad \frac{\Sigma \quad (\Sigma \ )(\Sigma \ )}{\Sigma \quad \Sigma \quad \{ \ \Sigma \quad (\Sigma \ ) \ \}}$$

[6]SuharsimiArikunto, *Dasar-DasarEvaluasi: Revisi,* (Jakarta: PenerbitBumiAksara, 2007), p. 58
[7]SuharsimiArikunto, *ProsedurPenelitian,* (Jakarta : RinekaCipta, 2000), p. 162

In which:

= Correlation index

N = The sum of tester

ΣXY = The sum item score and total score

ΣX = The sum of item score

ΣY = The sum of total score

After the reseracher did the validity of test, the researcher found that 30 items was valid and 10 items was invalid of 40 items.

2. Reliability

If the test gave the current result as the same as the previous test that has been conducted. It means that the test was a high reliability. Reliability is concerned with the test which consistently measures whenever it used. The researcher used the formula as follow:[8]

$$r = \frac{}{(- 1)} \left[\frac{\Sigma}{}\right]$$

In which :

r^{11} = reliability coefficient

[8]SuharsimiArikunto, *ProsedurPenelitian*..... p. 193

P= the proportion of students who give the right answer.

Q= the proportion of students who give the wrong answer.

V_t= Total variant

N= the sum of item in the text

If: $0,8 < \quad \leq 1,00$: very higher

$0,6 < \quad \leq 0,8$: higher

$0,4 < \quad \leq 0,6$: average

$0,2 < \quad \leq 0,4$: low

$0,0 < \quad \leq 0,2$: very low[9]

The researcher would compare between the *r* score table and *r* total score. If $r_{table} > r_{total\ score}$ it means the score is reliable and the researcher found that the score was low reliable $0,2 < \quad (0.302) \leq 0,4$

C. The Procedure of Experimental Research

The procedure of experiment research are :

1. Pre-test in experimental class and control class

   The researcher gave the pre-test to the sample class before teaching that consist of 30 items. This pre-test gave for the second grade social major students on SMA N 1 Palembayan.

[9]SuharsimiArikunto, *Dasar – dasarEvaluasiPendidikan,* (Jakarta: BumiAksara, 1999), p.109

The researcher did the following instruction:

a. Accumulate the items and the answer sheet to the students
b. Limiting the time while the students answer the item
c. Collecting the answer sheet after doing the items
d. Analyzing the students' answer sheet and giving scores.

2. Treatment

a. Experimental class

The researcher used the snowball throwing strategy in student's reading comprehension ability of the text trough their lesson material in syllabus program in the learning process. In this activity, the researcher asked the students' work to comprehend the content.

b. Control class

The researcher used the conventional strategy in students reading comprehension ability of the text through their lesson material in syllabus program at the teaching learning process. In this activity, the researcher asked the students work together to comprehend the content of the text.

3. Post-test in experimental class and control class

After teaching, the researcher gave 30 items for the students in 60 minutes as the comprehension and as the evaluation of students score before and after the treatment do. The researcher would do following instructions:

1) Arranging the students set and giving the items and the answer sheet
2) Asking the students to answer the items in 60 minutes
3) Collecting the answer sheet
4) Giving the score. The formula that is used in this step is same with the formula used in pre-test

.

D. Technique of the Data Collection

In line with the research design above, the test would use in pre-test is the same as the test would use in post-test. Pre-test gave to the students to know whether the two groups have the same ability or not. Then, the group would be give a treatment; the experimental group was using snowball throwing strategy in learning reading comprehension, while the control group without using snowball throwing strategy in learning reading comprehension. After teaching for four meeting the researcher would give post-test to both of groups. Post - test gave to the students to know whether the treatment can imrove the students reading mastery or not. Then, the researcher would score the students' answer sheet and finally stating the result.

E. Technique of the Data Analysis

The data analysis is aimed to test the hypothesis of the research. After getting the mean score of pre- test and post test the researcher used the t-test in analyzing the data. Sugiyono states that if the research is compare between two groups and the hypothesis is tested by using **t**-test.[10] . The researcher used the t- test as suggested by Gay, the following formula are used to analyze the data in this research.

$$= \frac{}{(\qquad)\ (\quad)}$$

Note :

t = The value of t- calculated

X_1 = Mean score of the experiment group

X_2 = Mean score of the control group

SS_1 = Sum of Square of the experiment group

SS_2 = Sum of Square of the control group

n_1 = Sample side of the experiment group

n_2 = Sample side of the control group[11]

Finally, after calculating the data by using t-test formula, the result would be compared with t-table with level of significance 0.05 (where there are two hypotheses in this research) and the degree of freedom (df)=

[10]Sugiyono, *MetodePenelitianPendidikan:PendekatanKuantitatif, Kualitatif, dan R&D*, p. 249

[11] Gay, et.al. *Educational Research : Competencies for Analysis and Applications.* New Jersey: Pearson Education, Inc, 2011)p351

N-2, N= Total number of population of experiment and control class. If t-calculated is higher than t-table, it means teaching reading by using *Snowball Throwing* strategy was effective, so H_a is accepted. If t-calculated is lower than t-table, it means teaching reading by using *Snowball Throwing* strategy was not effective, it can be said H_0 is accepted. It can be concluded that (Ha) is accepted if $t_{obtained} > t_{table}$ and the null hypothesis (Ho) is accepted if $t_{obtained} < t_{table}$.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter consists of finding and discussion. Finding is encompassing the data analysis, and hypothesis testing. Data description is aimed to describe the students' pre-test and post-test result which have been gotten since the research was started. Then, data analysis is focused on the identification of normality and homogeneity the students' pre-test and post-test result. Next, hypothesis testing is aimed to answer the research question. In addition, discussion is focused on the result of the research whether the hypothesis is accepted or not .

1. Description of the Data

The data of this research was got based on the research that had been done by the researcher at the second grade of SMA N 1 PALEMBAYAN. The scores of the students' reading comprehension were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 44 students who were involved in the pre-test and; 22 students in the experimental class and 22 students in the control class.

There were also 44 students who were involved in the post-test; 22 students in the experimental class and 22 students in the control class.

The description of the data in both of the experimental class and control class were explained below :

a. Data from Pre-Test of Experimental and Control Class

Pre-test is the data analysis that have been given by the researcher at the first meeting before conducting the treatment. The pre-test was carried out to identify students' ability in reading comprehension before they got the treatment.

The analysis pre-test scores attained by the experimental class is as follows :

Table 4.1

Pre-tes Score of the Experiment Class (XI IPS 1)

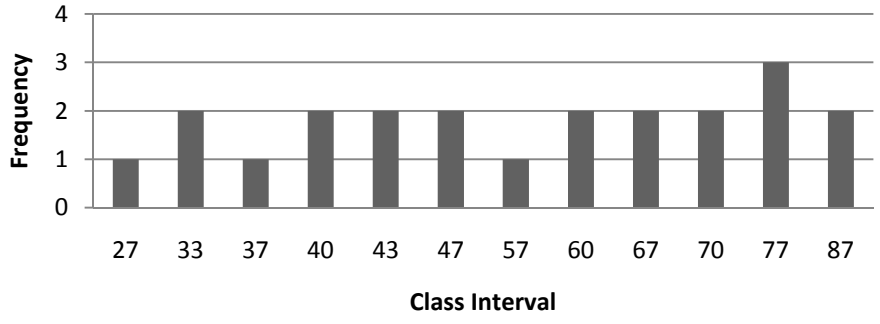
NO	SC	SCORE
1	S . 1	70
2	S . 2	67
3	S . 3	47
4	S . 4	57
5	S . 5	87
6	S . 6	77
7	S . 7	77
8	S . 8	87
9	S . 9	60
10	S . 10	33
11	S . 11	77
12	S . 12	77
13	S . 13	70
14	S . 14	60
15	S . 15	33
16	S . 16	47
17	S . 17	27
18	S . 18	43

19	S . 19	40
20	S . 20	43
21	S . 21	40
22	S . 22	37

The data of table 4.1 show that the lowest score of pre-test gained by the experimental group is 22 and the highest score is 87. It is found that there is a students got 27, two students got 33, a student got 37, two students got 40, two students got 43, two students got 47, a student got 57, two students got 60, two students got 62, two students got 67, two students got 70, three students got 77 and two students got 87

The information of table 4.1 can be simplified in graphic below:

Figure 1.
The Graphic of the Students' Pre-test in the Experimental Class



From the figure 1 above, it was found that 17 students got score less than 75 (KKM) and 5 students got score more than 75. Consequently, it indicated that most students still had less comprehension in reading.

The analysis of raw pre-test scores attained by the control group is as follows:

Table 4.2

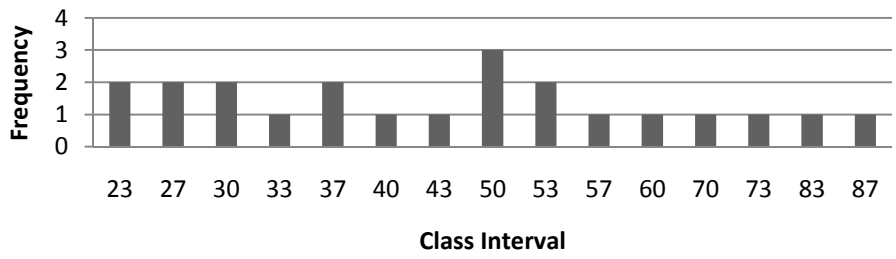
Pre-tes Score of the Control Class

NO.	SC	SCORE
1	S . 1	30
2	S . 2	33
3	S . 3	60
4	S . 4	53
5	S . 5	83
6	S . 6	37
7	S . 7	57
8	S . 8	53
9	S . 9	30
10	S . 10	23
11	S . 11	37
12	S . 12	40
13	S . 13	50
14	S . 14	27
15	S . 15	43
16	S . 16	23
17	S . 17	27
18	S . 18	70
19	S . 19	73
20	S . 20	50
21	S . 21	50
22	S . 22	87

The data of table 4.2 show that the lowest score of pre-test gained by the control class is 32 and the highest score is 84. It is shown that there one students got 32, six students got 52, three students got 64, five students got 68, four students got 72, four students got 76, four students got 80, and three students get 84.

The information of table 4.2 can be simplified in graphic below:

Figure 2
The Graphic of The Students Pre-test in The Control Class



From the figure 2 above, it was found that 19 students got score less than 75 (KKM) and 3 students got score more than 75. Thus, it indicated that most students still had less comprehension in reading. It was the same with the experimental group in which there were low score under average.

Table 4.3
The Result of the Calculation of Scores Gained from the Pre-test

Group	N	Mean	Standard Deviation (S)	Sums of Square	The Lowest Score	The Highest Score
Experiment	22	57,09	18,87	1256	27	87
Control	22	47,09	18,85	1036	23	87

The table 4.3 above shows that the mean of the experimental group pre-test score is 57,09 while the mean of the control group pre-test is 47,09 with a slight difference of these groups'score.

b. Data from the Posttest of the Experimental and Control Group

Based on chapter three, the posttest was conducted at the end of the treatment in order to find out the effect of using snowball throwing toward students' reading comprehension. The posttest was given to the experiment and control group after treated. Both group were given the same test material and time allocation

The data gained from the posttest score of the experimental group are as follows:

Table 4.4

Post-tes Score of the Experiment Class (XI IPS 1)

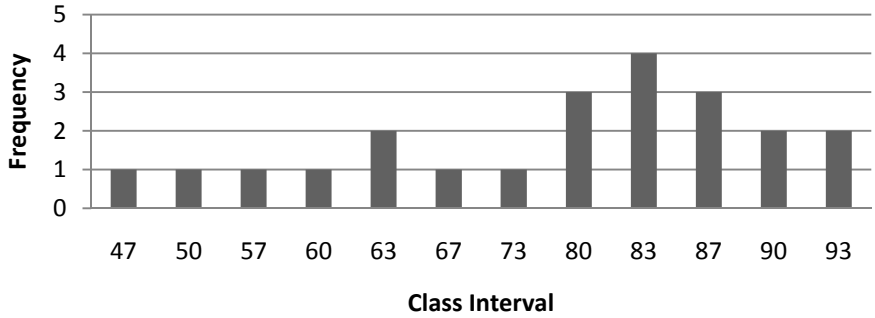
NO.	SC	SCORE
1	S . 1	90
2	S . 2	67
3	S . 3	93
4	S . 4	83
5	S . 5	93
6	S . 6	90
7	S . 7	80
8	S . 8	87
9	S . 9	83
10	S . 10	60
11	S . 11	87
12	S . 12	80
13	S . 13	83
14	S . 14	80
15	S . 15	47
16	S . 16	83
17	S . 17	50

18	S . 18	87
19	S . 19	63
20	S . 20	73
21	S . 21	63
22	S . 22	57

The data of table 4.4 show that the lowest score of pre-test gained by the control class is 47 and the highest score is 93. It is shown that there are student got 47, a student got 50, a student got 57, a student got 60, two students got 63, a student got 67, a student got 73, three students get 80, four students got 83, two students got 90 and two students got 93.

The information of table 4.4 can be simplified in graphic below:

Figure 3
The Grapihc of the Students' Post-test in the Experimental Class



From the figure 3 above, it was found that 14 students got score more than 75 and only 7 students got score less than 75. Therefore, it indicated that most students had good comprehension in reading

The result of the students' score from the post-test scores of the control class are as follow:

Table 4.5

Post-tes Score of the Control Class

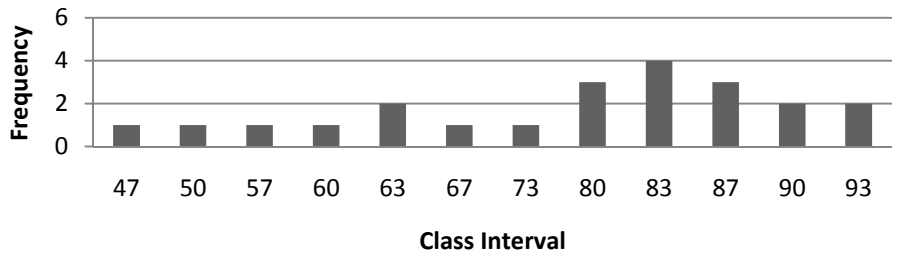
NO.	SISWA	X
1	S . 1	90
2	S . 2	67
3	S . 3	93
4	S . 4	83
5	S . 5	93
6	S . 6	90
7	S . 7	80
8	S . 8	87
9	S . 9	83
10	S . 10	60
11	S . 11	87
12	S . 12	80
13	S . 13	83
14	S . 14	80
15	S . 15	47
16	S . 16	83
17	S . 17	50
18	S . 18	87
19	S . 19	63
20	S . 20	73
21	S . 21	63
22	S . 22	57

The data of table 4.5 show that the lowest score of pre-test gained by the control class is 47 and the highest score is 93. It is shown that there are a student got 47, a student got 50, a student got 57, a student got 60,

two students got 63, a student got 67, a student got 73, three students get 80, four students got 83, two students got 90 and two students got 93.

The information of table 4.5 can be simplified in graphic below:

Figure 4
The Graphic of The Students Post-test in The Control Class



From the table and graphic above, it was found that 14 students got score less than 75 and 8 students got score more than 75. Hence, it indicated that most students had enough comprehension in reading .

Based on the calculation of the scores gained in the posttest of reading test of both class, it can be summarized as follows:

Table 4.6

The Result of the Calculation of the Score Gained from Posttest

Group	N	Mean	Standard Deviation (S)	Sums of Square	The Lowest Score	The Highest Score
Experiment	22	76,29	14,04	1679	47	93
Control	22	55,39	19,49	1220	27	90

The table 4.6 above shows that the mean score of the experimental class posttest score is 76,29. while the mean score of the posttest score of the control class is 55,39. It means that the mean score of the experimental class was higher than the control class.The standard deviation of the experimental class is 14,04 and the control class is 19,49. In addition,based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control maximum result 93 higher than 90.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and the control class. The comparison test result of pre-test and post-test from the experimental and the control classare showed in the following table:

Table 4.7:
The comparison of pre-test and post-test of t
he experimental
and thecontrol class

Test Result / The Class	Pre-test	Post-test	Gained Score
Experimental Class	= 57,09 S = 18,87 S^2 = 356,09	= 76,29 S = 14,04 S^2= 196,99	,
Control Class	=47,09 S = 18,85 S^2 = 355,23	= 55,39 S = 19,49 S^2 = 379,78	,

Based on the table 4.7 above, the post-test result of the experimental class is higher than the pre-test result (76 higher than 57,09). It means that the treatment that has been used by the researcher can help the students in improving the students' reading comprehension. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (55,39) is lower than the experimental post-test result (76,29). It means that the students who were treated by using snowball throwing give better result than the students who were taught by using non-communicative strategy only.

1. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogenious. The researcher used the Liliefors test to find out whether the data was distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experiment Class

The normality test of pre-test score of the experimental classcan be showed by the table below:

Table 4.8:

The Calculation of Mean Score, Standard Deviation,

and Variant ofPretest Score in Experiment Class

Xi	F	Fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
27	1	1	0,045	-1,59	0,0548	-0,0093	0,0093
33	2	3	0,136	-1,28	0,10027	0,03609	0,0361
37	1	4	0,182	-1,06	0,14457	0,03725	0,0372
40	2	6	0,273	-0,91	0,1806	0,09213	0,0921
43	2	8	0,364	-0,75	0,22965	0,13399	0,134
47	2	10	0,455	-0,53	0,30153	0,15302	0,153
57	1	11	0,5	-0	0,50798	-0,008	0,008
60	2	13	0,591	0,154	0,57142	0,01949	0,0195
67	2	15	0,682	0,525	0,71226	-0,0304	0,0304

70	2	17	0,773	0,684	0,76424	0,00849	0,0085
77	3	20	0,909	1,055	0,86433	0,04476	0,0448
87	2	22	1	1,585	0,9495	0,0505	0,0505
SUM		**1256**					
MEAN		**57,0909**					
STANDAR DEVIASI		**18,8703**					

From the column of F(Zi) – S(Zi), the score of Lo = 0,153**,** L – table for n = 22 with the level of significant 0.05 = 0.190. So, Lo < Ltable =0,153< 0.190. It can be concluded that the samples are distributed normally.

b. Normality Test of Pretest Score Control Class

The normality test of pre-test score of control class can be showed by the table below:

Table 4.9:

The Calculation of Mean Score, Standard Deviation, and Variant of Pretest Score in Control Class

X	F	Fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)- P(Zi)	I Sn(Xi)- P(Zi) I
23	2	2	0,09	-1,28	0,10204	-0,0111	0,0111
27	2	4	0,18	-1,07	0,14231	0,0395	0,0395
30	2	6	0,27	-0,91	0,18141	0,0913	0,0913
33	1	7	0,32	-0,75	0,22663	0,0916	0,0916
37	2	9	0,41	-0,54	0,2946	0,1145	0,1145
40	1	10	0,45	-	0,35569	0,0989	0,0989

				0,38			
43	1	11	0,5	-0,22	0,41294	0,0871	0,0871
50	3	14	0,64	0,154	0,55962	0,0767	0,0767
53	2	16	0,73	0,314	0,6172	0,1101	0,1101
57	1	17	0,77	0,526	0,70194	0,0708	0,0708
60	1	18	0,82	0,685	0,75175	0,0664	0,0664
70	1	19	0,86	1,215	0,88877	-0,0251	0,0251
73	1	20	0,91	1,375	0,91466	-0,0056	0,0056
83	1	21	0,95	1,905	0,97193	-0,0174	0,0174
87	1	22	1	2,117	0,983	0,017	0,017
SUM		**1036**					
MEAN		**47,0909**					
STANDAR DEVIASI		**18,8475**					

From the column of F(Zi) – S(Zi), the score of Lo = 0,1145 .L – table for n = 22 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, 0,1145**< 0.190**. So, It can be concluded that the samples are distributed normally.

c. Normality Test of Post-test Score of Experiment Class.

The normality test of post-test score of the experimental classcan be showed by the table below:

Table 4.10.

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Experiment Class

X	F	Fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
47	1	1	0,045	-2,09	0,0183	0,02714	0,0271
50	1	2	0,091	-1,88	0,0301	0,06086	0,0609
57	1	3	0,136	-1,38	0,0838	0,05257	0,0526
60	1	4	0,182	-1,16	0,123	0,0588	0,0588
63	2	6	0,273	-0,95	0,1711	0,10167	0,1017
67	1	7	0,318	-0,66	0,2546	0,06355	0,0636
73	1	8	0,364	-0,24	0,4052	-0,0415	0,0415
80	3	11	0,5	0,262	0,6026	-0,1026	0,1026
83	4	15	0,682	0,476	0,6844	-0,0026	0,0026
87	3	18	0,818	0,761	0,7764	0,04181	0,0418
90	2	20	0,909	0,975	0,834	0,07511	0,0751
93	2	22	1	1,189	0,883	0,11702	0,117
SUM		1679					
MEAN		76,31818					
STANDAR DEVIASI		14,03528					

From the column of F(Zi) – S(Zi), the score of Lo = 0,117. L – Table for n = 22 with the level of significance **0.05 = 0.190**.So, Lo < Ltable, 0,117**< 0.190**. It can be concluded that the samples are distributed normally.

d. Normality Test of Post-test Score Control Class

The normality test of post-test score of the control classcan be showed by the table below:

Table 4.11:

The Calculation of Mean Score, Standard Deviation, and Variant of Post-test Score in Control Class

X	F	Fk(a)	Sn(Xi)	Z	P(Zi)	Sn(Xi)-P(Zi)	I Sn(Xi)-P(Zi) I
27	1	1	0,045	-1,46	0,0722	-0,027	0,027
30	1	2	0,091	-1,31	0,0951	-0,004	0,004
37	2	4	0,182	-0,95	0,1711	0,0108	0,0108
40	2	6	0,273	-0,79	0,2148	0,058	0,058
43	3	9	0,409	-0,64	0,2611	0,148	0,148
47	1	10	0,455	-0,43	0,3336	0,1209	0,1209
50	1	11	0,5	-0,28	0,3897	0,1103	0,1103
53	1	12	0,545	-0,13	0,4483	0,0972	0,0972
60	4	16	0,727	0,23	0,591	0,1363	0,1363
63	1	17	0,773	0,61	0,7258	0,047	0,047
77	1	18	0,818	0,24	0,5948	0,2234	0,2234
80	1	19	0,864	1,26	0,8962	-0,033	0,033
90	3	22	1	1,77	0,9616	0,0384	0,0384

From the column of F(Zi) – S(Zi), the score of Lo = 0,1363 L – table for n = 22 with the level of significance **0.05 = 0.190 .**So, Lo < Ltable, 0,1363**< 0.190**. It can be concluded that the samples are distributed normally.

e. Homogeneity Test of the Pretest Score from the Control and the Experiment Class.

The data from the pre-test of the experimental and control class are homogeny as presented in the table below:

Table 4.12:

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	57,09	22	18,87	356,09
Control Class	47,09	22	18,85	379,78

Fhit = The higher variant

The lower variant

F = 379,78 =1.066

356,09

F = 1.699

Ftab =V1 = Sum of the first data-1

= 22-1

=21

V2 = Sum of the second data -1

=22-1

=21

For F-table with level of significant 0.05=2.,096. So, F-hit< Ftable 1.6699 < 2.16. It can be concluded that the data is homogenous.

f. **Homogeneity Test of the Post-test Score from the Experiment Class and the Control Class**

The data from the post-test of the experimental and control class also homogenous, it can be seen in the table below:

Table 4.13:

The Mean Score, Standard Deviation, and Variant

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standard Deviation (S)	Variant S^2
Experiment Class	76,29	22	14,04	196,99
Control Class	55,39	22	19,49	379,78

Fhit = The higher variant

The lower variant

F = 379,78 =1.287

196,99

F = 1,927

Ftab =V1 = Sum of the first data -1

= 22-1

=21

V2 = Sum of the second data -1

=22-1

=21

For F-table with level of significant 0.05=2,096. So, F-hit< Ftable 1,927 < 2,096. It can be concluded that the data is homogenous**.**

2. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

a. The first hypothesis

The first hypothesis in this research, there is any significant effect of using Snowball throwing toward students' reading comprehension. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table} or $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted

Analysis of pre-test and post-test scores of experiment by using t-test formula:

POST TEST EXPERIMENT

$1 = 76{,}29$

$Ss_1 = \sum {}_1^2 - \frac{(\Sigma \quad)}{}$

$= 132275 - \frac{(\quad)}{}$

$= 132275 - \frac{}{}$

$= 132275 - 128138{,}22$

$= 4136{,}7$

PRE-TEST EXPERIMENT

2 =56,91

$S_{S_2} = \sum {}_1^2 - \frac{(\Sigma \quad)}{}$

= 79184 - $\frac{(\quad)}{}$

= 79184 - ———

= 79184 – 52584,53

= 26599,47

UJI T

$t = \frac{}{(\quad) \quad}$

$= \frac{, \quad ,}{(\quad , \quad ,)(\quad)}$

$= \frac{, }{\quad , \quad (. \quad , \quad)}$

$= \frac{, }{(\quad , \quad)(. \quad)}$

$= \frac{19,38}{\overline{65,86}}$

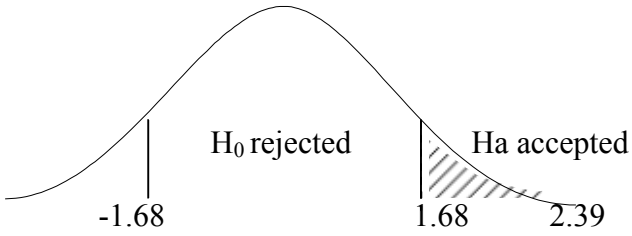
$= \frac{, }{,}$

= 2,39

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test (1) is 76,29. It is greater than the mean score of the pre-test (2) is 56,91

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$ by using the t-formula. It was found that $t_{obtained}$ is 2,39 and the t_{table} for degrees of freedom (df) = (na + nb – 2) = (22+ 22 – 2) = 42 with level of significance 0.05 is 1.068 Through comparing the $t_{obtained}$ (2,39) and t_{table} (1.68), it was found that the $t_{obtained}$ is greater than the t_{table}.

Figure5: The Curve of the t-test Result in the pre-test and the post-test of experimental class



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the $t_{obtained}$ was higher than the t table. So, it can be concluded that there is a significant effect of using Snowball throwing toward students' reading comprehension.

b. The second hypothesis

The second hypothesis,there is significant difference of the students' reading comprehension between the students who are taught by using Snowball Throwing and the students who are taught by non-communicative strategy or there is no significant difference of the students' reading comprehension between the students who are taught by

using Snowball Throwing and the students who are taught by non-communicative strategy. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula to find whether H_0 is accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If the value of the $t_{obtained}$ is the same or less than the value of the t_{table}, the null hypothesis (H_0) is accepted.

POST TEST EXPERIMENT

$$1 = 76{,}29$$

$$Ss_1 = \sum {}_1^2 - \frac{(\Sigma \quad)}{}$$

$$= 132275 - \frac{(\quad)}{}$$

$$= 132275 - \frac{\quad}{}$$

$$= 132275 - 128138{,}22$$

$$= 4136{,}77$$

POST TEST CONTROL

$$2 = 55{,}39$$

$$Ss_2 = \sum {}_1^2 - \frac{(\Sigma \quad)}{}$$

$$= 75630 - \frac{(\quad)}{}$$

$$= 75630 - \frac{\quad}{}$$

$$= 75630 - 67654{,}55$$

$$= 7975{,}45$$

UJI T

$$t = \frac{}{\left(\quad\right)\quad}$$

$$= \frac{,\quad\quad,}{\left(\quad,\quad\quad,\right)\left(\quad\right)}$$

$$= \frac{\quad\quad\quad,}{\quad\quad,\ \left(\ .\quad\quad,\quad\right)}$$

$$= \frac{\quad\quad,}{\left(\quad,\quad\right)\left(\ .\quad\right)}$$

$$= \frac{20,9}{\sqrt{25,95}}$$

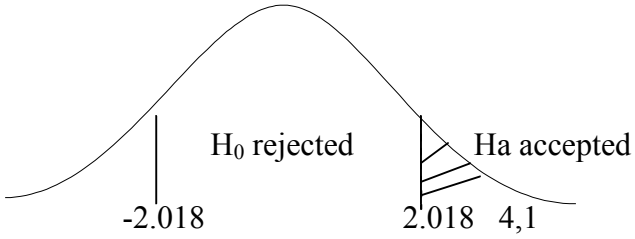
$$= \frac{,}{,}$$

$$= 4,1$$

From the calculation of post-test scores of the both classes, the mean score of the post-test (1) of the experimental class is 76,29. It is higher than the mean score of post-test of the control class (2) is 55,39

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of the $t_{obtained}$. It was found that $t_{obtained}$ is 4,1 and the t_{table} for degrees of freedom (df) =(22+22–2) = 42 with =0.025 is 2.018 Through comparing the $t_{obtained}$ (4,1) and t_{table} (2.018), it was found that the $t_{obtained}$ is greater than the t_{table}.It is shown in the figure below:

Figure 6: The Curve of the t-test Result in the post-test of the experiment and the control class



From the data above, it shows that the descriptive hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected because the $t_{obtained}$ is greater than the $t_{table.}$ So, it can be said that there is significant difference of the students' reading comprehension between the students who are taught by using Snowball Throwing and the students who are taught by non-communicative strategy

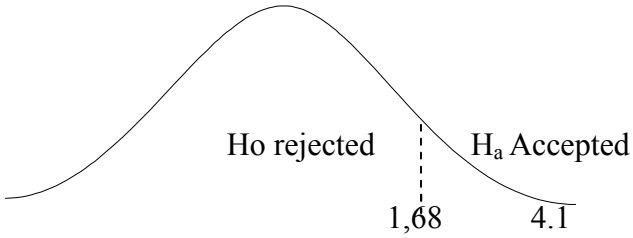
c. The third hypothesis

The third hypothesis is the reading comprehension of the students who are taught by using Snowball Throwing is better than the reading comprehension of the students who are taught by using non-communicative strategy ? To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula.

The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. The difference occurs in the form of one-tailed or two-tailed tests and the third hypothesis is in the form of one-tailed test.From the second hypothesis above, it was found

that $t_{obtained}$ is 4,1 and the t_{table} for degrees of freedom (df) = (22+ 22 – 2) = 42 with 0.05 was 1,68. Trough comparing the $t_{obtained}$ (4,1) and t_{table} (1,68), it is found that the $t_{obtained}$ is greater than the t_{table}. The result of the t-test is shown in the following figure:

Figure 7: The Curve of the t-test Result of the third hypothesis



The figure above shows that the $t_{obtained}$ is greater than the + $t_{table,}$ 4,1 > 1,68. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the reading comprehension of the students who are taught by using Snowball Throwing is better than the reading comprehension of the students who are not taught by using Snowball Throwing .

B. Discussions

This section is intended to discuss the result of the research findings based on the related theory. All data collected from the research instrument provides information of the research findings. The result of the students' score is calculated by using t-test.

The researcher conducted the research in four meeting for each group. In first meeting, pre-test was administrered in both of experiment and

control class. The second meeting until the third meeting , the researcher gave evidence with treatment by using snowball throwing strategy in experimental class and the researcher also gave the treatment in control class by using non communicative strategy. In last meeting, the students were given post-test after they got the treatment.

In experimental class, the researcher used snowball throwing strategy. First the researcher asked each student found a partner and she gave the students oppurtunity to prepared their idea or information about narrative text then gave a text to the students. Second , she asked the students to read aloud by their self . Third, In each pair, students posed and answer a question or problem related to the topic they had studied. Fourth, A students wrote a question and the other students wrote the answer on a separate sheet of paper. Fifth, the teacher asked the students ball up their papers the "question" students line up on one side of a line, rope, or ribbon and the "answer" students line up on the other side. Both lines should be facing each other. Next , On reseacher signal, the students throwed their "snowballs" across the line. In these case, the signal was said "snowball" and she gave a chance to the students to throw their snowball wherever they wanted . Next , at the researcher stop signal, everyone picks up one snowball and tries to found the partner snowball. Eight, In their new pairs, students read their question and answer, then used their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer was correct or not. If necessary, the students revise the

answer. The researcher asked the students to read aloud about the question and aswer that they got and wrote an important concept and fact which related narrative text in their notebook. Finally, At the end of the strategy, the class reviewed the points that were discussed. The researcher guide the students to conclude the information related with the text.

The researcher gave the same treatment to students until two meetings, with difference narrative text. In control class, the researcher gave the same text but the researcher used non-communicative strategy same with the teacher role. After the researcher gave the treatment, the researcher gave post-test to measure the students achievement in reading narrative text.

According to Jossey Bass,"Snowball is coorperative learning stategy to helpful for reviewing information, summarizing and verbally expressing facts and information, and interacting with peers. Every students is accountable for not only learning material but also explaining it to another student."[1] Based on the result , the researcher found that using snowball throwing strategy gave significant effect on students' reading comprehension. It can be shown from the mean of pre-test and post-test in experimental class. The mean of pre-test of experimental class was 57,09 and the mean of post-test was 76,29. It means that the mean of post-test of experimental class was higher than the mean of pre-test of experimental class because the hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected and fact showed that snowball throwing strategy had significant effect in increasing

[1] Jossey Bass *Wiring the Brain for Reading : Brain- Based Strategies for Teaching Literacy*… page

the students' reading comprehension. So, the theory of Jossey Bass was in line with the result of the research.

From the data analysis above, It has also proven that the using Snowball Throwing towards students' reading comprehension gave significant difference on students' reading comprehension. It can be shown from the mean of post-test in experimental class and control class. The mean of post-test of experimental class was 76,29 and control class was 55,39 . It means that the mean of post-test of experimental class was higher than the mean of post-test of control class. The t-test result is shown that the $t_{obtained}$was higher than the t_{table} 4,1 >1,68. The difference of both classes was caused by the treatment given. The fact showed that the Snowball Throwing had significant difference in increasing the students' reading comprehension. The findings result was in line with the theory based on Istarani that snowball throwing improves leadership skills among students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.[2]

Furthemore , the data of the experimental and control classes were also obtained to indicate the students who are taught by using Snowball Throwing is better than the students who are not taught by Snowball Throwing from the data that was obtained. It was found that the mean score of post-test of the experimental class ($\bar{1}$) was higher that the mean scored of post – test control class ($\bar{2}$) 76,29 > 55,39 . It can be concluded that

[2] Henny Susanty,"use *of the snowball throwing technique for traching better ESL*",(english educational journal (EEJ) ;january 2016), p.124

Snowball Throwing can help students to increase their reading comprehension. It was in line with Glen G. Gilbert that snowball throwing strategy make group better acquainted and to help reduce barrier to participation through active engagement.[3]

In conclusion, used the Snowball Throwing help students to comprehension of the text. The result is suitable with Jossey Bass who states that Snowball Throwing can help the students in reading comprehension.

[3] Glen G. Gilbert, PhD, Robin G. Sawyer, PhD, Elisa Beth McNeil, Phd, *Health Education : Creating Strategies for School and Community Health* (United States :2015),110

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the finding and the discussion in the previous chapters the researcher concluded that the researcher focus on students' reading comprehension of narrative text by using Snowball Throwing Strategy.

1. The use of Snowball Throwing in teaching reading to second grade of Social major in SMA N 1 Palembyan has a significant effect in increasing the students' reading comprehension. It is supported by the data, in which the mean score of the students in the pre-test from the experimental group 56,91 which has been improved in the posttest, in which the students' mean score is 76,29. In applying the t-test formula it is found that t-obtained is 2,39 which is higher than t-table 1,68. It means that hypothesis (Ha) of this research could be accepted that using Snowball Throwing gives significant effect toward the students' reading comprehension.

2. There is significant difference between the students who were taught by using Snowball Throwing and non-communicative strategy. It was found that the value of t test 4,1 is greater than the value of t-table, 1,68. Moreover, the mean score of posttest of experimental group was greater than the mean score of posttest of control group.

3. The use of Snowball Throwing in teaching reading is better than non-communicative strategy.It is proved by the data of the posttest of both group where the mean score of experimental group is 76,29 and the mean score of control group is only 55,39 meanwhile both group have the same level of ability in the pre-test.

   So by using Snowball Throwing in teaching reading is better than non-communicative strategy.

B. Sugestion

Based on the finding of the research, the researcher would like to propose some suggestions as following:

1. Based on the result of the research, the English teacher is recommended to use Snowball Throwing as an alternative teaching strategy especially teaching reading comprehension. The teacher are hoped to facilitate the students on practicing the strategy or provide students with varying material to be learned.
2. The teachers are hoped more guiding students in using Snowball Throwing to help students more understanding the text.
3. Students also need to improve their reading ability by using Snowball Throwing in order to improve their knowledge.
4. Further researchers are suggested to conduct a study on the effect of Snowball Throwing in the teaching of other genres of texts to explore the use of the strategy in other contexts.