

**THE EFFECT OF APPLYING SNOWBALL THROWING MODEL  
ASSISTED BY AUDIO ON THE STUDENTS' READING  
COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2018**



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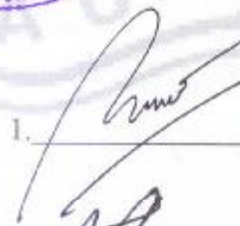


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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13/3/2018	Abstract one page Chapter II add the theory at least 45 pages	
16/3/2018	References - 45 Chapter IV Chapter V	
21/3/2018	Finish / acc.	

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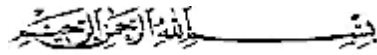
## **ABSTRACT**

**TUTI RISNAWATI : 1402050325 “ The Effect of Applying Snowball Throwing Model Assisted by Audio on the students’ Reading Comprehension”. English Education Program Faculty of Teacher and Education University of Muhammadiyah Sumatera Utara.**

The objective of the research was to find out whether there is significant effect on the students’ reading comprehension before and after being taught using snowball throwing. The method of the research was the Experimental research method. The population of the study was the tenth grade (X) students of SMA Negeri 1 Kuala at Jl. Perintis Kemerdekaan No. 3 Kuala, Kec. Kuala Kab. Langkat in academic year 2017/2018, which consist of two classes. They were X-Bahasa and X-MIA3 class. The number of population were 72 students. The classes were divided into two groups, namely experimental group and control group. All the population was taken as the sample. The experimental group was taught by applying snowball throwing model and the control group was taught by three phase technique. The instrument of research was essay test. The essay test consists of 5 items, each answers have 20 points. The result of this research showed that t-test 2.66 was higher than t-table 1.99 in which t-test > t-table. The hypothesis was accepted. It means that there were a significant effect of applying snowball throwing assisted by audio on the students’ reading comprehension.

**Key Words : Snowball Throwing model, Reading Comprehension**

## ACKNOWLEDGEMENTS



Assalamualaikum Wr.Wb.

Firstly, the researcher would like to deliver her thanks to Allah SWT the most almighty, who has given healthy and chance to she in finishing this research from the beginning to the end. Secondly, the researcher would like to express her thanks to our prophet Muhammad SAW who has brought human being from the darkness in to the lightness are was behold today.

The aim in writing this research to fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) of English Education Program. In finishing this research entitles “**The Effect of Snowball Throwing Model Assisted by Audio on the students’ Reading Comprehension**”, The researcher believes that this researcher still has much short coming because of some difficulties. It is impossible for she to finish in without much help from the other people and thanks to dearest mother **Mujiem** who has given moral spirit loving, care and affection since she was born still she grew up to day. Her father **Halim** who has given loving moral and material supports. His brother **Puri Sultoni, S.H** and her sister **Suri Pustika Yuni, Am.Keb** who had given support and loving care. May Allah the most almighty always bless them. Thanks for their love.

There were so many troubles faced by the researcher and without much help from the following people, it was impossible for her to complete this study. Therefore, she would like to express her gratitude and appreciation to:

1. **Dr. Agussani, M.AP** as the Rector of University of Muhammadiyah Sumatera Utara.
2. **Dr. Elfrianto Nasution, S.Pd, M.Pd** as the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. **Dra. Hj. Syamsuyurnita, M.Pd** as the Vice Dean 1 of FKIP University of Muhammadiyah Sumatera Utara.
4. **Dr. Hj. Dewi Kesuma Nst, S.S, M.Hum** as the Vice Dean 3 of FKIP University of Muhammadiyah Sumatera Utara.
5. **Mandra Saragih, S.Pd, M.Hum** and **Pirman Ginting, S.Pd, M.Hum** as the Head and Secretary of English Education Program FKIP of University of Muhammadiyah Sumatera Utara for their encouragement to the research during the process of writing this study
6. **Khairil, S.Pd, M.Hum** as the supervisor who had given a lot of suggestion, ideas, critic, guidance, advice, comment and correction during the writing process of this study.
7. All of the lecturers especially those of English Department of University Muhammadiyah Sumatera Utara for giving valuable thought in teaching her during academic years in UMSU.



8. The Employees of Biro Administration FKIP University Sumatera Utara who had given help in administrative system service of completing necessary requirements, so all of business could be resolved easily.
9. All of my friends in class C Morning year 2014 especially **Nelly Irmayani Pandia, Fatimah Hafni, and Panca Yuliana.**
10. All of my beloved family and friends **Efrilia Lestari, Dwi Wahyuningsih, Nanda Atika Dewi, Nurisma Amelia Rambe, Rizky Budiarti, Suci Indah Pratiwi Lubis, Ardianti, Zuhriah Putri Handayani, Ina Imelda Hsb Str. Keb., Nur Hindayani S.Pd., Zulfah Audya Bahry Dalimunthe Am.Keb.**
11. Anyone who can not be mentioned here for giving support and time in completing this study.

Finally the researcher hopes that this skripsi will be useful for the readers. The researcher invites the reader's suggestions and critics responding to the presence of this study. Hopefully, this research will give many advantages to all of people who much concern in English.

Wassalamu'alaikum Wr.Wb.

Medan, March 2018

The Researcher

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

The teaching of English has become increasingly important as a foreign language in Indonesia. It is the first foreign language in Indonesia. The general standard objectives of English language teaching at senior high schools in Indonesia are determined as follows: developing communicative competence both in oral and written in order to reach the level of informational literacy, raising awareness of the nature of English as a foreign language in order to compete with other countries in global community, and developing comprehension of students about the relation between language and culture. (Musthafa, 2001:297).

The important features of school based competence are competence standards and basic competence. The competence standards in English curriculum are speaking, listening, reading, and writing. Each competence standard has several basic competences. Among other skills of English, reading is essential to the development of learner's comprehension that is in return will assist the learner to master the other skills in English. Referring to the Indonesia's curriculum demand, 10th graders are expected to be able to express their ability to comprehend short functional texts and essays in narrative, descriptive, recount and news items in real life contexts to gain knowledge. Unfortunately, the curriculum expectation is distorted in many of the real school situations. Based on the researchers' preliminary observations at a senior high school in SMA Negeri 1



Kuala, it was found that the students still faced difficulties mainly in reading sub-skills, such as finding main ideas, inferences, specific information and understanding unfamiliar English vocabulary or content terms used in the English texts. This is proven by the fact that many could not even pass the passing grade criterion.

Teaching reading comprehension is very important, because it can be used to develop the ability to read not only the textbook but also other reading materials. Therefore, reading ability is very important for the students of English as foreign language. Teacher should have good method to teach learners and make the learners understand the text well. Because when the students are taught using conventional method, the teaching process only focus on the teacher and the learner not pay attention to the teacher. Learning method constitutes from theory constructivism and cooperative learning model that students trained to find many information from their idea and solve the problems with sharing and discussion by their classmates.

According to the statement above, the researcher purposes the Snowball Throwing as a model of teaching reading. It's known that reading is one of important skills in the school; the examinations of English also use text to measure of student understanding about the text. The students should have good comprehension in the process of reading to understand the text and order to pass the exam.

Snowball throwing is one of the cooperative learning that focused on group work using discussion in which every group asks questions to another so

that the group will work cooperatively to solve the problem. In other word, each individual in groups will have been responsible for explaining what they have known based on the question that given from the other members in different groups. Based on Hardian snowball throwing is a teaching technique that can improve the student's attention in comprehension of text. Through snowball throwing model the students invite to look for information generally, and decide the chief to manage discussion in the group. Every group writes questions given to another group, and another group answers the question and take a conclusion from the result of group's answer of the question that have been received by them.

Snowball Throwing model is advantageous in bringing students to the situation where they can understand not only the text for preparing to ask and be asked in the teaching and learning process (Marlena, 2016). Since it is interesting, students become attentive in reading the text and try to prepare themselves the questions as best as they can. As a consequence, students not only think, write, ask questions and talk but they also do physical activities, that is, rolling papers and throw them to other students. Furthermore, Richards and Rodgers (2001) states that Snowball Throwing model can be used as a grouping strategy or as a way of having students assume responsibility for randomly assigned parts of a larger body of information.

Media can be a component of active learning strategies such as group discussions or case studies. The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the lesson. In

this research, audio used as media to applied Snowball Throwing model. audio media is as a tool for educators, because it is merely a help, then in its use requires the help of other methods, so that the experience and knowledge is readily owned by the listener who will help the success. It can make to motivate discussions and participate due to more consistent understanding of what is expected. They also report a marked improvement in responses to questions and requests.

Based on the fact above, it can be concluded that the use of Snowball Throwing model assisted by audio on the students' reading comprehension can improve the students' ability in comprehension skills and further progress their social interaction among friends. Hopefully, the student become more interest in learning English and can make them enjoyable.

## **B. The Identification of the Problem**

Based on the background of the problem above, the problems are:

1. The students are not able to find the meaning of unfamiliar words in reading recount text.
2. The students are not able to answer the question from the reading recount text.
3. The students are still low attention in reading recount text.
4. The student's scores in reading subject are unsatisfied.

### **C. The Scope and Limitation**

The scope of this study is Reading comprehension. The limitation of this study, the writer is focused on the effect of Snowball Throwing model assisted by audio on the students' reading comprehension.

### **D. The Formulation of the Problem**

The problems of this researcher is: Is there any significant effect of Applying Snowball Throwing model assisted by audio on the students' reading comprehension.

### **E. The Objective of the Study**

The objectives of this study is focused to find out the significant effect of reading comprehension on the students' who are taught by using snowball throwing model.

### **F. The Significance of the Study**

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

#### **1. Theoretically**

The research could be used to add knowledge and references, especially in teaching reading comprehension to increase students' achievement.

## **2. Practically**

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

### 1.) The Teacher

To give information to the teachers and the institutions about the effect of using snowball throwing model to improve students reading comprehension in recount text.

### 2.) The Students

To give some contributions to the students in order to improve their ability in reading recount text and the students feel relax and enjoy when they learn English lesson, and solve their problem in learning English.

### 3) The Further Researcher

This research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and to solve the students reading problems and also the teachers that have the similar problem with this researcher.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. The Theoretical Framework**

In conducting a research, theories need to explain all the terms which are used in the study to avoid misunderstanding between the researcher and readers. The researcher began to clarify the terms and concepts, so that the researcher and readers had the same perception to them. The theoretical framework is aimed at giving clear concept of the application of this study.

#### **1. Reading**

According to Arthur in *Principles and Practices of Teaching Reading* "Reading is an interacting with language that has been coded into print". Frank in Arthur (2005) defined reading as an active and ongoing process that is affected directly by an individual's interaction with his environment. Vaughan and Estes in Jacobs (2004) proposed that reading is thinking cued by texts.

Based on the explanation above there are several definition of reading. It can be conclude that reading is ongoing process of interacting with language between her herself and environment by using texts.

#### **2. Purpose for Reading**

When starting reading, the reader actually has a number of initial decisions to make, and usually make the decision very quickly. According Grabe and Stoller, (2002: 13-15) reading purpose can be classified as follows:

### 2.1. Reading to search for simple information.

Reading to search for simple information is a common reading ability and it is a relatively cognitive process. It is used often in reading tasks and it is probably best seen as a type of reading ability. In reading to search, people typically scan the text for a specific piece of information or a specific word. Similarly, reading to skim is a common part of many tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text.

### 2.2 Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to: 1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in text, 2) Recognize and build rhetorical frames that organize the information in the text, 3) Link the text to the reader's knowledge base.

### 2.3 Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect,

both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

#### 2.4 Reading for general comprehension

Reading for general information is the most basic purpose for reading, underlying and supporting most other-purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of mind ideas, and efficient coordination of man, process under very limited time constant.

Nunan (2009: 251) suggested that there are seven main purposes for reading, they are: 1) To obtain information for some purpose or because we are curious about some topics, 2) To obtain instruction on how to perform some task for our work or daily life, 3) To act in a play, play a game, do a puzzle, 4) To keep in touch with friends by correspondence or to understand business letter, 5) To know when or where something will take place or what is available, 6) To know what is happening or has happened (as reported in newspaper, magazine, reports), 7) To get an enjoyment or excitement.



## 2.5 The Basic Skills of Reading

Tierney, (2004: 496) defined the basic skills of reading as follows:

### a. Pronunciation

Pronunciation is the utterance of any sound symbol of word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.

### b. Structural system

Structural system is the part of a word that form unit of meaning or sound. The unit may be parts of an inflectional ending, a compound word, prefix, and syllable.

### c. Vocabulary

Vocabulary is a list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much larger than production vocabulary.

### d. Comprehension

Comprehension is the combination of the knowledge in structure and vocabulary in which situation the language is used.

### **3. Comprehension**

Boardman (2007: 21) Comprehension is an active process that involves the child integration of prior knowledge with information of the text in order to comprehend that text. Among the major goals of reading instruction today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about material read and to use which is read for relevant purpose. Successful comprehension involves the readers, the meaning is needed to achieve the particular piece of information, to solve a problem through reading, to work to understand an idea or to follow a set of direction.

Comprehension actually comes from the Latin term, *comprehensionem*, which means "a seizing." When you have comprehension of a subject, you have seized information and incorporated it into your own knowledge. Any kind of mental grasping of an idea or a subject is a kind of comprehension. You might attempt comprehension of a curious situation, like the fact that your goofy roommate always manages to date models. Sometimes, such mysteries are beyond comprehension.

## **4. Description of Reading Comprehension**

### **4.1 Definition of Reading Comprehension**

Reading is one of the four language skills (Listening, Speaking, Reading and Writing). Reading is important to be learned by every individual. According to Cristina and Mary, reading is the individuals' activity to get information excellently and unless there are contextual constraints on the teaching situation, such as lack of electricity at homes, there is no sense in wasting class time on actual reading. According to Nuttal, reading is understood to interpret meaning sense. Besides, according to Jeremy Harmer, reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them. Student's ability and achievement are the important factors in determining student's success in teaching and learning process. It is influenced by External and Internal factors. According to Slameto (2003), the external factors are family, school and society. The internal factors come from the students themselves.

According to Nuttal, reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage. The purposes of reading are as follows:

1. For pleasure or for personal reasons,
2. To find personal information such as what book is mostly about,
3. To find a specific topic in a book or article,
4. To learn subject matter that is required for a class.

Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also on readers' experiences and prior knowledge.

There are main ways in reading as follows:

a. Skimming

Skimming consists of quickly moving one's eyes across a whole text (an essay, article, etc) for example to get the gist. Skimming gives readers the advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone developing or supporting ideas.

b. Scanning

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

c. Extensive reading

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

d. Intensive reading

Reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

The purposes for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

#### **4.2. Levels of Reading Comprehension**

Level of comprehension refers to the degree in which a reader can be categorized as good as poor readers, proficiency or less proficiency readers. There are three main level of comprehension literal, interpretive and critical comprehension.

*a. Literal Comprehension*

Understanding the ideas and information explicitly stated in the passage. Abilities: a) Knowledge or words meanings, b) Recall of details directly stated or paraphrased in own words, c) Understanding of grammatical clues-

subject, verb, pronouns, conjunctions, and so forth, d) Recall of main idea explicitly stated and

e) Knowledge of sequence of information presented in passage.

*b. Interpretive Comprehension*

Understanding of ideas and information not explicitly stated in the passage. Abilities: a) Reason with information presented to understand the author's tone, purpose and attitude, b) Infer factual information, main ideas, comparisons, cause-effect relationships not explicitly stated in the passage and c) Summarization of story content.

*c. Critical Comprehension*

Analyzing, evaluating, and personally reacting to information presented in a passage. Abilities: a) Personally reacting to information in a passage indicating its meaning to the reader and b) Analyzing and evaluating the quality of written information in terms of some standards.

### **4.3 The Indicators of Reading**

Reading is one of the four language skills. It is skills that need more attention from the students who have good interaction with the text in order to get the meaning from the text. In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in

reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the component of reading. Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one's own comprehension, and reflecting. Antoni (2010: p 41).

Based on the some explanation above, the conclusion is reading comprehension of recount is a reading thinking activity and such relies for its success upon the level intelligence of the reader, his or her speed thinking, and ability to detect relationships.

Reading comprehension of recount text Indicators : (a) students are able to discovering main idea of story in recount text, (b) students are able to identifying detail of story in recount text,(c) students are able to understanding vocabulary of story in recount text, students are able to summarizing concepts of recounttext.

## **5. Description of Snowball Throwing Model**

### **5.1 Definition of Snowball Throwing Model**

According to Firdaus (2010:3), snowball throwing is model which make students enjoy and can decrease worry in learning reading. It encourages creative thinking. Students can increase their reading comprehension and being motivated students for learning.

Widodo (2009) recommends that snowball throwing method could train students to think more to received messages from others, and gave that message to friends in one group. These questions used by paper than press it be a paper ball and throw the ball to other students. Students who get the paper ball than open it and answer the questions.

### **5.2 The Procedures of Snowball Throwing Model**

Asmani (2011: 47) gives the procedures in using snowball throwing. They are:

1. The teacher gives the materials based on the basic competence.
2. The teacher makes some groups and gives the explanation about the materials to the moderator.
3. The each moderator back to their groups, then they explain again what teacher explained before to their friends based on their each group.
4. Then, each student has given a work paper to write one question involve the material that moderator of each group had explain it.



5. A question paper then made it like a ball and throws it from a student to another for  $\pm 3$  minutes.
6. After that, each student will get a snowball paper then the student is given an opportunity to answer the question from the question paper as by turns.
7. Teacher makes evaluation about the materials.
8. Teacher closes the teaching and learning process.

### **5.3. Techniques and Application of Snowball Throwing Model**

Snowball throwing model is one of the asking techniques modification that emphasize to arrange questions skill and it made in an interesting model, that is throwing the snowball. And the inside of snowball is question that students have to throw the snowball to other students and the other students have to answer it. This method needs students' skill that's very easy and all of students can make it where they give question based on material.

Farrel and Jacobs (2010), snowball throwing is a useful cooperative learning method because each member works alone first and then presents to the group, thus students are discouraged from either doing nothing or, the opposite, attempting to dominate the group subject topic. This method is always used by several groups and it consists of five to eight students that have ability to make question in a paper made such a ball. Then, the ball is throwing to other groups to receive by answer that question.

Based on above explanation, snowball throwing encourages the students' active in the classroom. Snowball throwing also has capability to increase self-confidence of hesitant students, because in snowball throwing activities, the students will have different role and have to speak, which means they do not have to take the same responsibilities. Snowball throwing as a model of teaching are hoped can increase students' reading skill, because of this model is also give high motivation to the students through give and answer questions by them each other.

#### **5.4The Advantages and Disadvantages of Snowball Throwing**

According to Shoimin (2014: 176), the advantages of using Snowball Throwing Model are:

1. The class atmosphere becomes enjoyable because the students play by tossing the paper ball to other students.
2. Students have the opportunity to develop their ability to think because they are given the opportunity to create the questions and given to other students.
3. The student is ready with a wide range of possibilities because students do not know about the question that made by their friends.
4. Students can be active in learning process.
7. The three aspects of cognitive, affective, and psychomotor can be achieved.

According to Shoimin (2014: 178), the disadvantages of using Snowball Throwing model are:

1. It depends on the students' ability to understand the material so that the students only mastered slightly. It can be seen from the questions is made by

the students only about the material that has been described, or the examples of questions that have been given.

2. The leader of the group cannot explain the material well, so it can barrier another students to understand the material given so it needs more time to discuss the material.
3. There is not personal quiz and group reward so when grouping the students not motivated to work together. But it is possible for teachers to give the personal quiz and group reward.
4. It takes a long time.
5. The naughty students make noise.
6. Classes are often noisy because the group created by the students.

## **6. Description of Audio**

Audio is a term used to describe any sound or noise that is within a range the human ear is capable of hearing. Measured in hertz, the audio signal on a computer is generated using a sound card and is heard through speakers or headphones. Any digital information that contains speech or music that can be stored on and played through a computer is referred to as an audio file or sound file. One of the most common types of audio file formats used today is the MP3.

## **7. Teaching Reading**

According to Christina and Mary, reading is the most important skill of all for most students of English through out the world is a skill that has been much

neglected in audio-lingual tradition of language teaching. Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Reading is considered decoding speech written down, a skill will would naturally transfer from a command of the oral skills which are the major focus on audio-lingual programs. The spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary.

The objectives of teaching reading are self-evidence. We read for information and for pleasure. On the very elementary level, however; reading serves primarily: (1) to introduce basic grammar patterns and vocabulary items in context and (2) to reinforce this basic knowledge.

Reading is not an easy learning activity. Many factors can affect student's success in reading. In general, these factors can be identified, such as teachers, students, environmental conditions, subject matter and techniques to learn the lesson material. One of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain marked dialect or slang features. The selection should have high interest value to the students and the simple ways of establishing this is by asking the students their

opinions of the reading and then dominating low interest selections for features curricula. The content should not be contrast with the students' own cultural values.

There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension. According to Celle and Murcia, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.

## **8. Definition of Recount Text**

### **8.1 Recount Text**

According to Hyland, recount was a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text was past tense. Social purpose of recount was to reconstruct past experiences by retelling events in original sequence. We could look at the sample of recount in personal letters, police report, insurance claims and incident reports.(2004,p:29)

In line with the statement above, Anderson says(in Yusnita 2011,P:3), recount text was a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the Recount text was to retell events with the purpose of either informing or entertaining their audience (or both). The Basic Recount consists of three part

such as (a) The setting or orientation- background information answering who? When? Where? Why? (b)Events are identified and described in chronological order (c) Re-orientation which is concluding comments express a personal opinion regarding the events described. Beside that the language features of the recount text such as:

1. The language is written in simple past tense
2. Frequent use is made of words which link events in time,such as next, later, when, then,after, before, first,etc.

Recount text can be occurred in the form of personal recount (such as biography), factual recount, or imaginative recount. The major difference between recount and narrative text is the generic structure. If a passage doesn't have a conflict and it retells past events that is called as a recount text.

Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is to describe in some stories of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events and conclusion. The setting or orientation is the background information answering who,when,where and why. It is also where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. And the

conclusion express a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words) and of adverb (describe or add more detail to verb). It describe the events word which link event such as next, later,when,then,after,before first. The lexicogrammatical features of recount focuses on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence. (Djuharie, in Ramli, 2013,p:3)

## **8.2 Generic concepts of recount**

There are three generic structure of recount. They are:

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

## **8.3 Grammatical Features of Recount**

The common grammatical features of recount text are:

- a. Use of nouns and pronouns to identify people, animals, things involved

- b. Use of actions verbs to refer to events
- c. Use of past tense to locate events in relation to speaker's or writer's time
- d. Use of conjunctions and time connectives to sequence of events
- e. Use of adverb and adverbial phrase to indicate place and time
- f. Use of adjective to describe nouns

#### **8.4 Types of Recount**

There are three types of recount

- a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).
- b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

#### **B. The Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we hope to analyze what the point is focused on, information, the designs, and conclusion of the previous research, that of:



1. Siti Azura. She was an alumnus of Riau University. In his research, she focused on the Effect of Snowball Throwing to Improve the Reading Comprehension of the Second Year Students at MTS Al-Muslimin Sei Kijang. She found that the mean score of Experiment Group taught by using Snowball Throwing was 73,04 while at the pre-test, the average score of students' was 59,85. That means, there was any significant difference between using Collaborative Strategic reading from reading comprehension.
2. Nurbaya. She was an alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2009. In her research, she focused on the Effect of Using Snowball Throwing to Improve Students Motivation in PAI at the Fifth Grade of Elementary School 009 Langkan Langgam District Pelalawan Regency. She found that the mean score of Experiment Group taught by using Snowball Throwing was 76.7 while the mean score of Control Group taught by using Traditional was 66.7. That means, there was any significant difference between using Snowball Throwing and Traditional.
3. Dodi Irawan. He was alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2009. In his research, he focused on the Effect of Using Snowball Throwing to Improve Students achievement in SAINS at the Forth Grade of Elementary School 013 Koto Tuo XIII Koto Kampar District. He found that the mean score of Experiment Group taught by using Snowball Throwing was 82.35 while the mean score of Control Group taught by using Traditional was 62.94. That means, there was any significant difference between using Snowball Throwing and Traditional

All of researchers above are relevant with the research, which will be done by the writer because they also did a research about reading, learning motivation and science. The differences are the purpose is that the writer wants to enhance students' reading ability by using snowball throwing strategy.

### **C. Conceptual Framework**

Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading (1989:33).

In classroom, in student's reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material.

Snowball throwing is one of the cooperative learning that focused on group work using discussion in which every group asks questions to another so that the group will work cooperatively to solve the problem. In other word, each individual in groups will have been responsible for explaining what they have

known based on the question that given from the other members in different groups. Based on Hardian snowball throwing is a teaching technique that can improve the student's attention in comprehension of text. Through snowball throwing model the students invite to look for information generally, and decide the chief to manage discussion in the group. Every group writes questions given to another group, and another group answers the question and take a conclusion from the result of group's answer of the question that have been received by them. So, it is appropriate to use snowball throwing in increasing the students' self-confidence in reading comprehension.

#### **D. Hypothesis**

- a. Ho: There is no significant different of reading comprehension in recount text between students taught by using Snowball Throwing model.
- b. Ha: There is a significant different of reading comprehension in recount text between students taught by using Snowball Throwing model.

## CHAPTER III

### METHOD OF RESEARCH

#### A. The Location and Time

This research was conducted in SMA Negeri 1 Kuala at Jl. Perintis Kemerdekaan No.3 Kuala, Pekan Kuala, Kec. Kuala, Kab. Langkat in academic year 2017/2018. This research location was chosen because the researcher found the students' difficulties comprehension reading while a teacher taught them using textbook made them feel bored and lazy in learning reading.

#### B. The Population and Sample

##### 1. Population

The population of the research was taken from the tenth grade student's in SMA Negeri 1 Kuala in academic year 2017/2018. Which consist of two classes, they are X-MIA1 dan X-MIA4. Each consist 36 students, so total of the population is 72 students.

**Table 3.1**  
**Population of Research**

No	Class	Population
1	X-Bahasa	36
2	X-MIA3	36
Total		72

## 2. Sample

The population of this research are less than 100 so all the population are taken as the sample automatically. Thus, the sample are taken by using total sampling technique.

**Table 3.2**  
**Sample of the Research**

No	Class	Population	Sample	Group
1	X-Bahasa	36	36	Experimental Class
2	X-MIA3	36	36	Control Class
Total		72	72	

## C. Research Design

The type of this research is experimental research. It deals with Quantitative Research Design. The design of the research is pre test and post test design, which uses two groups as a sample. In conducting the research, the tenth grade students at SMA Negeri 1 Kuala was participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading recount text. After that they were given the treatment in the middle. At the end, they were given post-test. In this research, pre-test and post-test were compared in order to determine the effect of using Snowball Throwing model to improve students' reading comprehension in recount text. The design of the research can be illustrated as follows:

**Table 3.3**  
**Research Design**

<b>Classes</b>	<b>Groups</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
X-Bahasa	Experimental Group	ü	Snowball Throwing	ü
X-MIA3	Control Group	ü	Conventional	ü

#### **D. Instrument of the Research**

The instrument for collecting the data were designed in order to gain the resolve of the study. The instrument, which is collecting the data give to the students essay test.

##### **a. Pre-test**

The pre-test was conducted to both classes (experimental group and control group) before the treatment or teaching presentation. The pre-test was carrying out to determine the students' reading comprehension with their score.

##### **b. Treatment**

To find out the effect of teaching reading comprehension by using snowball throwing model.

**Table 3.4**  
**The Teaching Procedures for Experimental Group**

<b>No</b>	<b>Teacher's Activities</b>	<b>Student's Activities</b>
<b>1</b>	<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>-Teacher will greet the students.</li> <li>-Teacher will guide the students to explain the material related.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will answer the teacher's greeting</li> </ul>
<b>2</b>	<p><b>Main Activities</b></p> <ul style="list-style-type: none"> <li>-Teacher will explain recount text (its definition, orientation, complication, resolution, reorientation, language features).</li> <li>- Teacher makes some of the students' group and calls each of group leaders to give the explanation about the material.</li> </ul>	<ul style="list-style-type: none"> <li>- Each group's leader is back to their group and then explains about the material told by teacher to their friends.</li> <li>- Students listen the audio and read the text</li> <li>- Each of group members writes one question that has correlation with the material on the paper.</li> <li>- The students get one paper or question, they are given a chance to answer written question on the paper such a ball.</li> </ul>
<b>3</b>	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>-Teacher together with the students will conclude the material of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- The students together with the teacher will conclude the material.</li> </ul>

**Table 3.5**  
**The Teaching Procedures for Control Group**

<b>No</b>	<b>Teacher's Activities</b>	<b>Student's Activities</b>
<b>1</b>	<p><b>Opening</b></p> <p>-Teacher will greet the students.</p>	<p>-Students will answer the teacher's greeting.</p>
<b>2</b>	<p><b>Main Activities</b></p> <p>-Teacher will give a text to the students.</p> <p>-The teacher will read the text first to show how the way make to comprehend by conventional method..</p> <p>-Teacher will choose some students to read aloud or will be read in front of class.</p> <p>-Teacher will ask the students to find out the meaning of difficult words.</p> <p>-Teacher will ask the students to translate the text.</p>	<p>-Students try to comprehend.</p> <p>-Students will listen to teacher carefully.-</p> <p>- Students will read the text in front of class.</p> <p>-Students will find the meaning of the text by finding the meaning of difficult words in dictionary.</p> <p>-Students will translate the text.</p>
<b>3</b>	<p><b>Closing</b></p> <p>-Teacher will ask the students to answer the question below the text.</p> <p>-Teacher together with the students will answer the questions.</p>	<p>-Students will answer the question below the text.</p> <p>- Students together with the teacher will answer the questions</p>



c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

### **E. Technique of Collecting Data**

In collecting the data, some steps was applied as follow:

1. Giving pre-test to both classes.
2. Collecting the students' worksheet
3. Giving treatment to the experimental group by using snowball throwing model assisted by audio and conventional method to control group.
4. Giving post-test to both classes
5. Collecting the students' worksheet
6. Giving the score for each sample answer of students

### **F. Technique of Analyzing Data**

The last aspect of the research methodology is data analysis. It was a way that uses to find out the effect of applying Snowball Throwing Model assisted by audio on the students' reading comprehension. The technique of data analysis that the researcher uses in this research was the t-test. The writer uses observation t-test, then the data was analyzed by using statistic collection of data t-test.

- a. The result of the pre-test and post-test in experimental class named variable (X)
- b. The result of the pre-test and post-test in control class named variable (Y)

The steps for statistic analyze are:

1. Investigating student worksheet give and describe score in the table.
2. Determining mean of variable X with formula:

$$Mx = \frac{\sum x}{y}$$

3. Determining mean of variable Y with formula:

$$My = \frac{\sum y}{z}$$

4. Determining derivation score variable X with formula:

$$X = x_2 - x_1$$

5. Determining derivation score variable Y with formula:

$$Y = y_2 - y_1$$

After all of data have been collected and than those data was processed, analyzed, and least is concluded. The researcher uses observation t-test, then the data was analyzed by using statistic collection of the data t-test.

$$t = \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{N} \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

T : Test

M : Means of each group from the division

$X^2$  : Squared Deviation

$Y^2$  : Squared Deviation

X : The Deviation of every  $X_1$  and  $X_2$

Y : The Deviation of every  $Y_1$  and  $Y_2$

N : Number of students

df : degree of freedom

df :  $N_x + N_y - 2$

6. The result of calculating t-test with t-table

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Collection

The data were collected by giving the students a test consisting of 5 essay test. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre-test and post-test. The score of pre-test and post-test in each group can be seen in the table 4.1 and 4.2 below:

**Table 4.1**  
**The Score of the Pre-test and Post-test in Experimental Group**

No	Students Initial	Pre-test ( $x_1$ )	Post-test ( $x_2$ )
1	MS	50	70
2	SA	50	70
3	HS	70	80
4	FID	80	90
5	TW	40	70
6	RU	30	60
7	NBS	60	70
8	CBS	40	60
9	HBP	70	80
10	SJ	80	90
11	DF	60	80
12	NP	60	80
13	NS	40	60
14	KS	60	70
15	AMB	60	80
16	DCB	50	60
17	RAS	50	60
18	AH	40	70
19	CB	20	60
20	NS	70	80
21	FS	60	80
22	YA	60	80
23	ABT	60	70
24	DA	60	70
25	IP	80	90

<b>26</b>	<b>SA</b>	<b>60</b>	<b>70</b>
<b>27</b>	<b>WS</b>	<b>60</b>	<b>80</b>
<b>28</b>	<b>DAT</b>	<b>60</b>	<b>80</b>
<b>29</b>	<b>TLH</b>	<b>70</b>	<b>80</b>
<b>30</b>	<b>A</b>	<b>60</b>	<b>90</b>
<b>31</b>	<b>DY</b>	<b>60</b>	<b>70</b>
<b>32</b>	<b>SLG</b>	<b>50</b>	<b>80</b>
<b>33</b>	<b>DGS</b>	<b>50</b>	<b>60</b>
<b>34</b>	<b>CV</b>	<b>50</b>	<b>60</b>
<b>35</b>	<b>EK</b>	<b>60</b>	<b>70</b>
<b>36</b>	<b>PAS</b>	<b>60</b>	<b>80</b>

The data in table 4.1 showed the highest score of pre-test in experimental group was 80 and the lowest was 20. While the highest score of post-test test was 90 and the lowest was 60.

**Table 4.2**  
**The Score of the Pre-test and Post-test in Control Group**

<b>No</b>	<b>Students Initial</b>	<b>Pre-test (<math>y_1</math>)</b>	<b>Post-test (<math>y_2</math>)</b>
<b>1</b>	<b>AW</b>	<b>30</b>	<b>40</b>
<b>2</b>	<b>MH</b>	<b>10</b>	<b>30</b>
<b>3</b>	<b>AP</b>	<b>10</b>	<b>30</b>
<b>4</b>	<b>CW</b>	<b>30</b>	<b>50</b>
<b>5</b>	<b>WN</b>	<b>60</b>	<b>60</b>
<b>6</b>	<b>KS</b>	<b>40</b>	<b>50</b>
<b>7</b>	<b>TB</b>	<b>70</b>	<b>70</b>
<b>8</b>	<b>ABO</b>	<b>20</b>	<b>40</b>
<b>9</b>	<b>TA</b>	<b>50</b>	<b>70</b>
<b>10</b>	<b>FAM</b>	<b>40</b>	<b>60</b>
<b>11</b>	<b>AJ</b>	<b>30</b>	<b>50</b>
<b>12</b>	<b>AF</b>	<b>50</b>	<b>70</b>
<b>13</b>	<b>IADR</b>	<b>60</b>	<b>70</b>
<b>14</b>	<b>FAR</b>	<b>50</b>	<b>60</b>
<b>15</b>	<b>FA</b>	<b>80</b>	<b>80</b>
<b>16</b>	<b>FP</b>	<b>40</b>	<b>50</b>

17	AL	50	60
18	YM	50	60
19	AN	50	70
20	NA	40	60
21	RR	30	50
22	YCY	40	40
23	MIS	70	80
24	AA	60	70
25	RFA	60	70
26	AS	40	50
27	NA	50	60
28	JES	50	60
29	HV	60	70
30	EW	60	80
31	AL	70	80
32	MS	50	80
33	ES	70	80
34	MRH	60	70
35	DS	40	50
36	DM	70	80

From the table 4.2 above, it could be seen that the highest score of the pre-test in the control group was 80 and lowest was 10. The highest score of post-test was 80 and the lowest 30.

## **B. Data Analysis**

### **1. The Effect of Applying Snowball Throwing Model Assisted by Audio on the Students' Reading Comprehension**

After getting the result of the pre-test and post-test in experimental and control group, the next step was to find out the difference score between pre-test

and post-test in each group. The calculation in each group can be seen on the table as sample:

**Table 4.3**  
**The Different Score Between Pre-test and Post-test in Experimental Group**

No	Students Initial	Pre-test ( $x_1$ )	Post-test ( $x_2$ )	Mean ( $x_2 - x_1$ )	Deviation ( $x^2$ )
1	MS	50	70	20	400
2	SA	50	70	20	400
3	HS	70	80	10	100
4	FID	80	90	10	100
5	TW	40	70	30	900
6	RU	30	60	30	900
7	NBS	60	70	10	100
8	CBS	40	60	20	400
9	HBP	70	80	10	100
10	SJ	80	90	10	100
11	DF	60	80	20	400
12	NP	60	80	20	400
13	NS	40	60	20	400
14	KS	60	70	10	100
15	AMB	60	80	20	400
16	DCB	50	60	10	100
17	RAS	50	60	10	100
18	AH	40	70	30	900
19	CB	20	60	40	1600
20	NS	70	80	10	100
21	FS	60	80	20	400
22	YA	60	80	20	400
23	ABT	60	70	30	900
24	DA	60	70	10	100
25	IP	80	90	10	100
26	SA	60	70	10	100
27	WS	60	80	20	400
28	DAT	60	80	20	400
29	TLH	70	80	10	100
30	A	60	90	30	900
31	DY	60	70	10	100
32	SLG	50	80	30	900
33	DGS	50	60	10	100
34	CV	50	60	10	100

<b>35</b>	<b>EK</b>	<b>60</b>	<b>70</b>	<b>10</b>	<b>100</b>
<b>36</b>	<b>PAS</b>	<b>60</b>	<b>80</b>	<b>20</b>	<b>400</b>
<b>Total</b>		<b>2040</b>	<b>2650</b>	$\sum x = 630$	$\sum x^2 = 13500$

Table 4.3 above, showed the lowest and the highest score of pre-test and post-test in experimental group, it was based on the students total score there was 13500.

### The Calculating in Experimental Group

1. The mean score was calculated as the following:

$$\begin{aligned} Mx &= \frac{\sum x}{N} \\ &= \frac{630}{36} \\ &= 17.5 \end{aligned}$$

2. Deviation score was calculated as the following:

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 13500 - \frac{(630)^2}{36} \\ &= 13500 - \frac{396900}{36} \\ &= 13500 - 11025 \\ &= 2475 \end{aligned}$$



**Table 4.4**  
**The Different Score Between Pre-test and Post-test in Control Group**

No	Students Initial	Pre-test ( $y_1$ )	Post-test ( $y_2$ )	Mean ( $y_2 - y_1$ )	Deviation ( $y^2$ )
1	AW	30	40	10	100
2	MH	10	30	20	400
3	AP	10	30	20	400
4	CW	30	50	20	400
5	WN	60	60	0	0
6	KS	40	50	10	100
7	TB	70	70	0	0
8	ABO	20	40	20	400
9	TA	50	70	20	400
10	FAM	40	60	20	400
11	AJ	30	50	20	400
12	AF	50	70	20	400
13	IADR	60	70	10	100
14	FAR	50	60	10	100
15	FA	80	80	0	0
16	FP	40	50	10	100
17	AL	50	60	10	100
18	YM	50	60	10	100
19	AN	50	70	20	400
20	NA	40	60	20	400
21	RR	30	50	20	400
22	YCY	40	40	0	0
23	MIS	70	80	10	100
24	AA	60	70	10	100
25	RFA	60	70	10	100
26	AS	40	50	10	100
27	NA	50	60	10	100
28	JES	50	60	10	100
29	HV	60	70	10	100
30	EW	60	80	20	400
31	AL	70	80	10	100

32	MS	50	80	30	900
33	ES	70	80	10	100
34	MRH	60	70	10	100
35	DS	40	50	10	100
36	DM	70	80	10	100
<b>Total</b>		<b>1740</b>	<b>2200</b>	$\Sigma y = 460$	$\Sigma y^2 = 7600$

Table 4.4 above, showed the lowest and the highest score of pre-test and post-test in control group, it was based on the students total score there was 12200.

### The Calculating in control Group

3. The mean score was calculated as the following:

$$\begin{aligned} My &= \frac{\Sigma y}{N} \\ &= \frac{460}{36} \\ &= 12.7 \end{aligned}$$

4. Deviation score was calculated as the following:

$$\begin{aligned} \Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{N} \\ &= 7600 - \frac{(460)^2}{36} \\ &= 7600 - \frac{211600}{36} \\ &= 7600 - 5877 \\ &= 1723 \end{aligned}$$

### The Effectiveness of Snowball Throwing Model

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{17.5 - 12.7}{\sqrt{\left(\frac{2475 + 1723}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$t = \frac{4.8}{\sqrt{\left(\frac{4198}{70}\right)\left(\frac{2}{36}\right)}}$$

$$t = \frac{4.8}{\sqrt{\left(\frac{8396}{2520}\right)}}$$

$$t = \frac{4.8}{\sqrt{3.33}}$$

$$t = \frac{4.8}{1.8}$$

$$t = 2.66$$

### C. Testing Hypothesis

From the statistical analysis, it was found that the t-score both of group was 2.66. The critical value of t-score for degree freedom =  $N_x + N_y - 2 = 70$  was 1.99, at the level of significance 0.05. It could be concluded t-test > t-table or  $2.66 > 1.99$ . So,  $H_0$  is rejected and  $H_a$  is accepted or there was significant effect of applying snowball throwing model assisted by audio on the students' reading comprehension.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis, there is conclusion that had been described as follow. From this research, it was found that the Snowball Throwing Model was positive effect on teaching and learning process to English teacher especially in teaching reading. It could be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students total score 13500 and the means score 17.5, while in the control group were 7600 and the mean score 12.7. The calculation of the data in the testing hypothesis showed that t-test 2.66 was higher than t-table 1.99. It means that there was a significant effect of applying Snowball Throwing Model Assisted by Audio on the Students' Reading Comprehension.

#### **B. Suggestion**

The finding of the research score shows that there is significant difference on the students score before they were taught by Snowball Throwing Model and after they were taught by Snowball Throwing Model. Therefore, the researcher tries to give some suggestion for English teacher, students and reader as follow:

1. The English Teacher, especially for the English teacher at SMA NEGERI 1 KUALA. The teacher can try Snowball Throwing Model in teaching English to increase they knowledge and by using a good strategy the

students are easier and motivated to learn English. English teacher should try some variation in teaching reading, not only just using text book as the main of teaching reading, but also let the students expressing their ideas in comprehend the text to enriched their skills in reading. It made activities until the students enjoy and not feel bored

2. The students, they had to pay attention to learning process reading, because by using Snowball Throwing Model the students are supported to be active in learning process, it is hope that the students are able to expressing their idea easily and get motivated. So, they can understand the text easily.
3. For the reader, the reader as input for them someday they go to field of teaching English in the class.

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