## LEMBAR PENGESAHAN ARTIKEL ILMIAH

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE
STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD)
TERHADAP HASIL BELAJAR MATEMATIKA
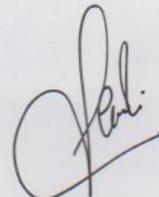### SISWA KELAS XI SMA NEGERI 1
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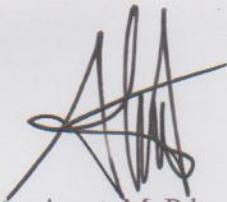
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IMPROVING STUDENTS' READING COMPREHENSION IN RECOUNT TEXT BY USING SNOWBALL THROWING AT GRADE VIII SMPN 4 PAGARAN TAPAH DARUSSALAM PROVINSI RIAU

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ABSTRAK

Penelitian ini adalah penelitian tindakan kelas, penelitian ini dilaksanakan di SMPN 4 Pagaran Tapah Darussalam, disana ada 14 murid, setiap siklus terdiri dari beberapa pertemuan memiliki rangkaian kegiatan yaitu rencana, tindakan, pengamatan dan refleksi. Proses belajar mengajar telah di kerjakan dengan 3 tahap yaitu kegiatan awal,kegiata inti, dan kegiatan akhir. Tujuan dari penelitian ini untuk memperbaiki pemahaman membaca siswa. Peneliti menggunakan 5 alat untuk mengumpulkan data yaitu tes, lembar pengamatan, catatan lapangan,wawancara dan video. Hasil ini menunjukan bahwa nilai murid. Kesimpulan dari penelitian ini adalah pemahaman membaca murid dalam kategori baik.

ABSTRACT

This research was Classroom Action Research, this research was conducted at SMPN 4 Pagaran Tapah Darussalam, there were 14 students there, every cycle consisted of meeting with the sequenced activity : Plan, action, Observation and reflection. The teaching learning process was done three stages to follow : pre-activity,whilst –activity and post-activity. The purpose of this research was to improve students reading comprehension. Researcher used five instruments in collecting the data. Test, Observation sheet, Field note, interview and Video. The result showed that the students score. The conclusion of this research was the students reading comprehension on good category.

Key Word : Improving Reading, SnowballThrowing, Recount Text.

INTRODUCTION

A. Background Of The Problem

Reading is one of language skills that has to be mastered, it is a process that is carried and used by a reader to get a message, that would be submitted by the authors through the write process. A word or language media that the word is a unity will be seen in a glance and the meaning of words individual will be able to known. If this not performing well (Hodgosn 2008:7). The ultimate goal in reading is to search for and get information , including the content, understand the meaning of text, sense (meaning) closely related to the purpose or intensive reading.

Comprehension is the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. Teachers focus on several key comprehension skills. These are inferring, predicting, comparing and contrasting, sequencing and summarizing. Students usually learn how to use these strategies in a small group guided by the teacher who demonstrates their use. Students then practice comprehension techniques with a partner by discussing what they read, making connections with prior knowledge and identifying the main ideas in the story.

There are two types reading, Intensive reading and Extensive reading, intensive reading refers to detail focus on the construction of reading text which take place usually in classroom and Extensive reading refers to assumed that in order to understand the whole (e.g.book), the reader must understand the part of sentences, paragraph, chapter of which it is made up.

Recount text is a text describing or reporting on an event or events that happened in the past with the purpose of informing or entertaining. The structure of recount text items, namely : Orientation : Information appetizer that can answer who, when, and where. Events: The sequence of events written in chronological order .Reorientation : Closing.

Based on the researcher experience, researcher found there are many problems from students such as difficulty in reading recount text, but in fact students only read the text but they can not understand about the meaning and identification of schematic structure of recount, so that students feel

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bored and low to studying reading learning process and should be an effort to make reading more interesting. They can not get information from the text. If they can not understand about the meaning of the text.

B.   Riview Of Related Theories

1.   Definition of reading

a. Nature of Reading
Reading is a process that is carried and used by a reader to get a message, that would be submitted by the authors through the write process. The ultimate goal in reading is to search for and get information, including the content, understand the meaning of text, sense (meaning) closely related to the purpose or intensive reading, (Hodgosn 2008:7).
According to Elizabeth S.Pang et al (2003: 6) say that reading consist of two related process : word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of word, sentences and connecting text knowledge experience with the text and other strategies to help and understand written text.

Based on explanation above, the aspect of reading which support are background knowledge; they will understand of passage meaning if they have more knowledge about the topic.

b.   Types of Reading.

According to the Broughton et al (1978: 11) state that .There are two kinds of reading as below :

1.   Intensive Reading
Intensive reading refers to detailed focus on the construction of reading text which take place usually in classroom.
2.   Extensive reading
According to Nuttal in her book about extensive reading stated that : it's assumed that in order to understand the whole (e.g. book), the reader must first understand the part(sentences, paragraph, chapter)of which it is made up. However the reader can in fact often understand a text adequately without grasping every part of it: students have to be encouraged to develop this facility.
Based on the statement above, the reader should be select a good reading material which material related to extensive reading.

c. Snowball Throwing

1. Definition of Snowball Throwing

According to Mukhtari, (2010:6) Snowball Throwing is a method learning that started with formation group that started from chairman group for get a task from the teacher, then all of students make a question that formed like as ball (question paper) then throwing with another students,after that will be anwer question from the ball that get it.
Snowball Throwing is one of teaching technique in cooperative learning . It can be the protagonist of improving the teacher to apply teaching technique in their class .

Snowball throwing is a technique that requires active students in teaching and learning activities. In this teaching technique of each student create two distinct groups. Each group Represented by the head of the group to get the assignment from materials provided by teachers . The material is also not far from what has been given by teachers to the students (Suprijono , 2010:33).

The form of a question made in the form of paper shaped like a snowball. Before the student are given some form of answer to this question in the form of multiple choice and fill in the blanks. In answering this question required the student will each team work with their friends group to provide information of the response.

d. Teaching reading through Snowball Throwing Technique.

1. Teachers deliver introductory material that will be presented, SK and KD to be Achieved.

2. The teacher form a student group, then called the head of each group to give an explanation about the material,

3. Each group heads back to each group, and then explain the material presented by the teacher to his friend ,

4. Then each student was given a sheet of paper work, to write down a question concerning any matter which has been described by the chairman of the group,

5. Next the paper containing the questions and one paragraph made like a ball thrown from one student to another student for ± 15 minutes ,

6. After students may one ball / one question and one paragraph is given the opportunity to students to

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answer questions written in the spherical paper interchangeably,

7. the last is evaluation.

e. Recount Text

Amalia Pradini (2010:7) describes that : Recount text is a text that describes or reports on an event or events that happened in the past with the purpose of informing or entertaining. The structure of recount text items, namely :Orientation : Information appetizer that can answer the who, when, and where. Events: The sequence of events written in chronological order .Reorientation : Closing

Part of Recount Text Social Function of Recount Text

A recount Tells about something that happened in the past . The details in a recount can include what happened , who was involved , where it took place , when it happened , and why it Occurred . The purpose of a recount is to list and describe past experiences by retelling events in the order in the which they happened (chronological order) with the purpose of informing either it entertaining their audience (or both) Recount text Tells about facts or true stories organized in chronological series of events. Commonly it is applied in various kinds of text tell events in the past eg : interesting experiences, diaries, historical events, personal letters, biographies or autobiography. We also find this text in a newspaper article and magazines. Daily reports can also be written in recount. If the text tell about historical events, the texts are categorized in historical recount . Generic Structures of Recount Text, Orientation: providing the setting and introducing the participant, using a first person point of view. Event telling and describing a series of events happened. Re -orientation: stating the writer's personal note. Language features of Recount Text Using specific ; The characters in the story involve; specific is not general, e.g: RA Kartini.

f. Types of Recount Text

A Writer or speaker uses a recount to tell us about a story or an event. Recount are usually given in the order that the event Occurred. Recounts can be
1. Personal recount
2. Imaginative recount
3. Procedural recount
4. Historical recount
5. Factual recount

B. **Research Method**

Type of the research is a classroom action research. The study of classroom action research indicated as a process investigate teaching and learning to improve students' reading comprehension through snowball throwing.

The research will be conducted at SMPN 04 Pagaran Tapah Darussalam, the school is located in Jl.Wonosari Nomor 05, Village: Rimba Jaya, PagaranTapah Darussalam, Regency: Rokan Hulu-Riau. The researcher chosen the grade VIII which consists of 14 students in the 2014/2015 as a subject of the study. This class is chosen based on researcher experience and observation that this class faces some problem in reading. In addition, this class have to get 65 Score to fulfil the minimum mastery criterion(KKM).

Researcher using five instrumentation in collecting the data are Test, Observation sheet, Field note, interview and Video. every cycle consisted of meeting with the sequenced activity : Plan,action,Observation and reflection. In teaching learning process was done three stages to follow : pre-activity,while –activity and post-activity.

C. **Findings and Discussion**

This research was conducted answer two research questions:
1. To what extent is the snowball throwing Improving students' reading comprehension of recount text through at grade VIII SMPN 4 Pagaran Tapah Darussalam Year of 2014/2015?''
2. What factors influence students' reading comprehension of recount text through snowball throwing at grade VIII SMPN Pagaran Tapah Darussalam Year of 2014/2015?'

Description and Analysis

The classroom action research was conducted at grade VIII SMPN Pagaran Tapah Darussalam Year of 2014, There were 14 students in SMPN 4 Pagaran Tapah, the researcher was done two cycles which consist of three meetings in each cycle. Three meetings were conducted for doing the task and the other was used for test (In the mood for Helping). There are 6 meetings were done during the action research. Each cycle of this research consisted of four phases; planning, action, observation and reflection. The research was conducted start from Monday, 15 November 2014 and finished on 15 December 2014.

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## THE IMPROVEMENT OF STUDENTS READINGCOMPREHENSION AMONG TWO CYCLE

After the result based on students reading comprehension in table 7, the researcher used sudjiono's formula to analyze the data and found the class score average of students in table 8.

Table 16
The class average score of students comprehension in before using strategi,cycle 1 and cycle 2

No	Cycle	Class average score
1.	Before doing strategy	61
2.	1	71
3.	2	81

After getting the students class average score in table 8 the researcher made the diagram.

Diagram 2
The average score of students reading comprehension before test to cycle 2
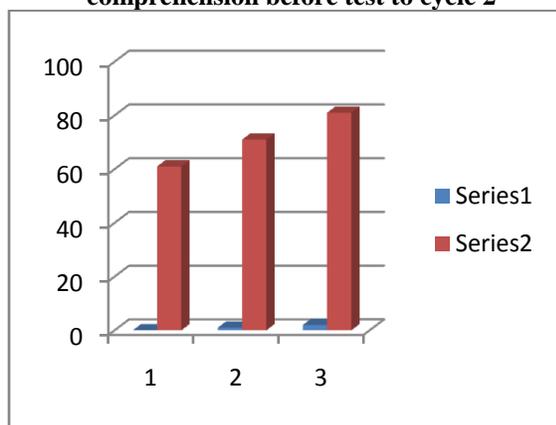
Based on graphic, students' average score passed KKM and was good From table above, all of students passed KKM, criterion minimum mastery is 65, so that after before test to cycle 2 was finished using snowball throwing, this strategy can improve students' reading comprehension.

In this case in teaching reading comprehension through snowball throwing brought more improvement for students. The factors that improve the students reading comprehension in SMP

1. Cooperation in discussion, it's important in their student group cause if student not active in their group in learning process so that will be not run a well.

2. Teaching material, it's very important, because teaching material very play role important in learning process, if teacher make teaching material not interesting, students feel bored, not understand with material today and student feeling difficult to study English.
3. Teacher Strategy is also significant to improve reading comprehension in recount text, if teacher make strategy not interesting, so that student not active and not enthusiasm with this material today.
4. Media is crucial in learning process and media also one of tool to make success in learning process.

The result of students' interview, he or she is happy with this strategy, enjoy with this strategy, make not boring.

A. DISCUSSION

Based on analyzing of the data, it can be concluded that using snowball throwing can improve the students reading comprehension at grade VIII. The Factors that improve the students' reading comprehension by using Snowball Throwing are : Cooperation in discussion run well with students in their group, teaching material, teacher strategy and media

First is Cooperation in discussion, it's important in their student group cause if student not active in their group in learning process so that will be not run a well.

Second is teaching material, it's very important, because teaching material very play role important in learning process, if teacher make teaching material not interesting, students feel bored, not understand with material today and student feeling difficult to study English.

Third is Teacher Strategy is also significant to improve reading comprehension in recount text, if teacher make strategy not interesting, so that student not active and not enthusiasm with this material today.

Media is crucial in learning process and media also one of tool to make success in learning process.

From the result of data and the data analysis quantitatively and qualitatively, it shows that snowball throwing to achieve score KKM. As the result, the students' reading comprehension in recount text was improved from the beginning to the final cycle.

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B. LIMITATION

In limitation the research was conducted at SMPN 4 Pagaran Tapah Darussalam. It aimed to improving the students reading comprehension. Based on the research description and anlysis, the students' reading comprehension after following the learning process by using snowball throwing technique was improved. However, the description and analysis of the research will be different with other researchers. In fact, it still needs the improvement by the teacher in applying snowball throwing technique in teaching English, especially reading subject.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions
Correlated to the research conducted at grade VIII studens of SMP NEGERI 4 Pagaran Tapah Darussalam, the researcher concludes that the implementation of snowball throwing can improve students' reading comprehension in understanding reading comprehension recount text. The improvement could be seen from the quantitative study ; the result 6 meetings, interview result and qualitative study; observation sheet, and interview.

B. Implications
The implications of this research could be explain as follows; snowball throwing technique gives more chance to the students reading in the classroom through discussion in group, sharing knowledge and asking questions/answers.

C. Suggestion

In suggestions here that can be given in relation to the researcher conclusion. In this suggestion to the English teachers, and other researchers. To the English teacher should be selective in choosing the materials especially reading comprehension and as a teacher should be creative in connecting to the material to make enjoy and motivate the student.

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