

## TEACHING READING COMPREHENSION THROUGH SNOWBALL THROWING TEACHING TECHNIQUE

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**Abstrak;** Tujuan penelitian ini adalah untuk meningkatkan kemampuan membaca siswa agar pembelajaran di dalam kelas menjadi lebih efektif, guru harus mengaplikasikan teknik pembelajaran yang membuat siswa menjadi tertarik dan mudah dalam memahami. Adapun subjek penelitian ini terdiri dari 22 siswa, diantaranya 12 siswa perempuan dan 10 siswa laki-laki. Instrumen yang digunakan terdiri dari tes reading, lembar observasi siswa, dan dokumentasi. Berdasarkan hasil penelitian menunjukkan bahwa dengan menerapkan snowball throwing teaching technique untuk materi membaca dikelas ternyata mampu meningkatkan keefektifan siswa dalam membaca dan juga mampu meningkatkan proses belajar dan mengajar di kelas. Siswa langsung aktif terlibat di dalam kelas dan mampu mengutarakan pendapat mereka dalam bentuk tulisan. Penelitian ini dilakukan dalam tiga siklus dan tes evaluasi siswa selalu dilakukan di tiap-tiap akhir siklus. Dari hasil nilai rata-rata dalam setiap siklus ada peningkatan terhadap kemampuan membaca siswa, pada siklus I (51,36), siklus 2 (63,63), dan siklus 3 (72,27). Pada siklus ketiga, nilai rata-rata siswa telah mencapai target penelitian. Dengan demikian jelas bahwa Snowball Throwing teaching technique bisa meningkatkan kemampuan membaca siswa dalam memahami teks umum.

**Kata Kunci:** Kemampuan Membaca, Teknik pengajaran Snowball Throwing

### A. BACKGROUND OF THE STUDY

Reading is one of the most important aspects in education in the world, especially for the educational people in learning language beside listening, speaking, and writing. According to Nuttal (1996:40) reading is an activity to understand the message from a text and reader read a text, in order to read the information that is send by writer. In addition, Patricia (1995:56) stated that the process of combining textual information with the information a readers bring to a text. So, reading is very necessary for students to learn, because it can increase the quality of students to get knowledge in teaching and learning process, but in teaching and learning process have not been very successful yet. This can be caused by many factors such as lack of vocabulary, difficulties with grammar, inappropriate reading strategies, inability to find out the coreect meaning that is appropriate with the word or sentence, and inability to understand the content of the text.

Based on the observation in SMPN 10 Kota Bengkulu in 2014/2015 academic year, the researcher found some problems in learning reading, such as : the students are lazy to read, and they get difficulties in understanding a text and comprehending the meaning of words in the text. The students often fell bored and tired because teaching learning process in the SMPN 10 Kota Bengkulu in 2014/2015 academic year especially reading comprehension is still conduct by applying monotonous method.

Research Question of this research is: "Can the snowball throwing teaching technique improve students' reading comprehension?" And the objective of this research is to know wheter the application of Snowball Throwing teaching technique can improve students' reading comprehension of the second year students of SMP Negeri 10 Kota Bengkulu.

## **B. LITERATURE RIEVIEW**

### **1. The Concept of Reading**

Reading is one of the four English skills that the students must master. It is a very important skill that the students need for the success of their studies. Gail (1989:198) states that : reading is a transitive process in which reader negotiates meaning or interpretation. During reading, the meaning does not go from the page to the reader; instead, it is a complex negotiation between the text and the reader than is shaped by the immediate situational context and broader sociolinguistic context.

Moreover Thorndike in Klein (1991: 5) states that reading is a very complex procedure involving each of some elements in a sentence, their organization in the proper relation of one to another, the selection of certain of connotations and the rejections, and the cooperation of many forces to procedure the final response.

According to Weilman, (1981; 4) reading is an interacting process with language that has been coded into printed material. Rudolphin in Burns states that reading means getting meaning from certain combination of letters. Another opinion comes from Harris and Sipay in Burns (1984: 26), maintaining that reading may be defined as an attaining process of meaning as a result of the interplay between perception of graphic symbols that represent language and the memory traces of the reader's past verbal and nonverbal experiences.

From the definition above, it is concluded that reading is a process of understanding the message in the text. The reader tries to understand what the writer wishes to communicate through the text. In this research, the researcher tries to investigate the improvement of the students' ability in getting the information from what the writer communicate through the text.

## **2. The Concept of Reading Comprehension**

Comprehension refers to understanding, the ability to get the meaning of something. Futhermore, Gillet and Temple (1994: 296) states that comprehension is the goal of reading and the most important goal in reading instruction is to help students understand, remember, and use what they read. The importance of good comprehension instruction is not limited to the lower grades, when we typically think of teaching reading.

Kustasuryo in Suswana (2002:14) says that reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also on the student's experiences and prior knowledge. From definition above, it can be concluded that comprehension involves understanding in vocabulary, the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

Then, Hummer (1990:160) says that teaching reading comprehension is divided in two categories, there are reading for general comprehension and reading for detailed comprehension. Then according to Burns (1984:148), states that reading comprehension is at once a unitary process and a set of discrete process. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

In conclusion, reading comprehension is the process of getting meaning through the interaction between the reader and the writer.

According to Brown (2000: 306), reading comprehension has several strategies: Identify the purpose in reading, use grapheme rules and patterns to aid in bottom-up decoding (especially for beginning level), use efficient silent reading

techniques for relatively rapid comprehension ( for intermediate to advance level), skim the text for main idea, scan the text for specific information, use semantic mapping or clustering, guess when you are not certain, and analyze vocabulary, distinguish between literal and implied meanings, capitalize on discourse markers to process relationship.

Then, Duffy (1993:232), reading comprehension has several strategies: (1) Plans solving problems encountered in constructing meaning; (2) They range from bottom-up vocabulary strategies; (3) Looking up an unknown words in the dictionary; (4) To more comprehension actions; (5) Connecting what is being read to the readers' background knowledge.

Comprehension is very essential in reading. The reader can recognize and identify the word in the text. Mc. Whorter (1986:249) divided the levels of reading comprehension into three categories: (1) Literal level, (2) Interpret level, (3) Critical Level, and (4) Creative reading as the highest level of reading comprehension. In this level, the readers go beyond the author's text. They think on their own and come up with the new solution. Creative reading involves the imaginative treatment of ideas in both inductive and deductive thinking, resulting, fresh ideas, and organization.

### **3. Skills of reading**

There are some skills for reading which are developed using a variety of different activity types based on Greenall (2005:17): (1) Extracting main idea, (2) Understanding text organization, (3) Inferring, (4) Predicating, and (5) Dealing with unfamiliar words.

In this research there will be many words which the learner will not understand. This is because all the passage is example of real life written English. It is important to try and guess the general sense of a difficult word, and there are a number of activities which help the reader deal with unfamiliar vocabulary without using dictionaries or asking the teacher to explain and translate.

It can be concluded that to comprehend the text, the reader have to master some skills of the reading comprehension above, depends on his/his purpose or aims.

#### 4. The Concept of Snowball Throwing

According to Aqib (2013:27) Snowball Throwing Learning Model train students to be more responsive to receive messages from others, and convey the message to his friends in the group. Tosses question does not use a stick like the model of learning Talking Stick will but use paper containing questions paper crumpled into a ball and thrown threw the other students. Students who got the ball and open up the paper and answer the question.

Furthermore, according to Sastriawan (2012:13) Snowball Throwing technique is one of a games which make students enjoy and can decrease worry in learning process. Snowball throwing encourages the students to be active in reading participation in the classroom, because this method contains a rich communication where students must be active. Snowball throwing techniques have positive effect on the students memory development. In addition according to Brown (2011:8) Snowball Throwing method is one of modification of tech question that focus on ability formulates question that at pack in one interesting game which throws snowball each other that contains of question to friends. This method can be used by students to explore some question which appropriate with the material.

In this method the teacher just makes some groups then the teacher gives some tasks about material to the leader of the groups. After that the students make a question in a piece of paper that's made like a ball then thrown to other student that he answers the question inside the ball.

According to Taniredja (2012:109), the procedure of snowball throwing technique, they are: (1) The teacher gives the material that will be taught to the students; (2) The teacher makes some groups and calls the leader of the group to give explanation about the material; (3) Each of the leaders' return to his group and explains the material which has been explained by the teacher to his members of the group; (4) Each student is given one piece paper and writes question related with the material; (5) Then the paper is made like a ball and is thrown to one student and goes to the other student up to more or less 5 minutes; (6) After student gets one ball or one question be given by chance to student to answer question written in the ball paper; (7) The teacher makes a conclusion; (8) Closing.

In conclusion, snowbal throwing is one learning technique that makes the students able to response the message to their friends in a group. This technique is amusing the students. So, it makes the students wouldn't bored and improve the students' reading comprehension.

## **B. Research Method**

In doing this research, the researcher used qualittative approach and classroom action research method.

Classroom. In this research, researcher did the research in the second year students of SMPN 10 Kota Bengkulu in class VIII E, which has 22 students, they are 12 students female and 10 students male. In this phase, there were several techniques in collecting the data, such as giving interview, test, observation, and documentation. The data in this research was analyzed in the following procedure:

First, the collaborator and researcher give the individual score of students' at the end of each cycle. According to Nugiantoro in Safitri (2009:6), the reading grading is a follow:

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**Tabel 1: Interval Percentage Qualifications**

<b>Interval Percentage</b>	<b>Qualification</b>
85% - 100%	Excellent
75% - 84%	Good
60% - 74%	Average
40% - 59%	Poor
0% - 39%	Very Poor

## **C. Finding And Discussion**

### **1. Finding**

Data for this research were collected from SMPN 10 Kota Bengkulu. Sample of this research consisted of thirty seven students of the eight grades. The students in this school have low motivation in learning English and have bad scored in reading comprehension. Based on this condition, the researcher tried to encourage the students to comprehend the text in teaching reading through snowball throwing technique.

The improvement of student's ability in comprehending the text was obtained by analyzing the comprehension of percentage of student reading comprehension itself in each cycle, including pre-assessment. The actions of this research were divided into four stages. They were pre-assessment and action 1 until 3.

Based on the result above, there was an improvement between the score of students reading comprehension in pre-test and last cycle. It means that the snowball throwing technique was quite effective to improving student's reading comprehension because the student's reading comprehension result is improve from the pre-assessment until 3.

For further details and explanation, see the following explanations about the processes and the result of teaching and learning of reading of reading comprehension in each cycle in order to observe the effectiveness of snowball throwing in improving student's reading comprehension.

### 1. Pre-assessment

Before doing the action, the researcher gave the pre-assessment to know the student's ability in reading comprehension. In doing the pre-assessment, the researcher did not use snowball throwing. But the researcher only gave the text and asked the students to read and comprehend it themselves. Then, the students asked to answer the question based on the text. The material was taken from the internet which has been checked by Flesh Kincaid formula and the material which was selected suitable text for eleventh grades. From the pre-assessment, the researcher got the result as follow:

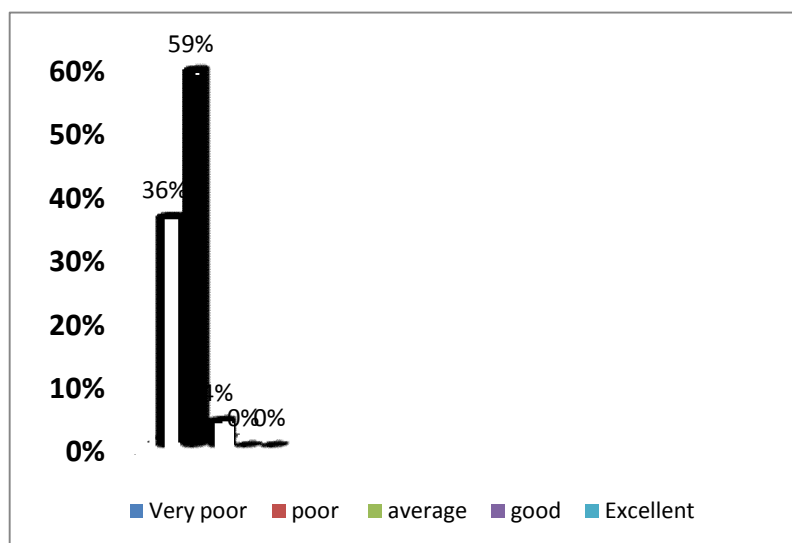
**Tabel 2. Distribution result of pre-assessment**

Name Students	True Answer	Score
Amanah Rahmawani	2	20
Apri omi Angraini	4	40
Davin Gunandar	4	40
Dede Wahyu	5	50
Dimas Sanjaya	3	30
Dinda Cahaya	3	30
Hengky Ariyo	5	50

Indika Niktar	3	30
Islah Dwi Noprilia	5	50
Isye Vira Yanti	3	30
Muhammad Aldo	5	50
Muhammad M	5	50
Pebki Agianto	5	50
Putri Santika	4	40
Putri Andriani	7	70
Reliska Ulandari	2	20
Reyhannah	5	50
Rifaldi	2	20
Rori Ananda	1	10
Shintia Hartono	4	40
Widodo Aprianto	5	50
Bella Pertiwi	5	50
<b>SUM</b>		880
<b>MEAN SCORE</b>		40.00

Based on explanation above, the result of pre-assessment could be seen on the table below:

**Figure 1: The Percentage of the Student's Pre-assessment Score**





From the above graphic it can be seen that students ability in reading comprehension still low. Many students got bad score. Almost all of students got score beneath standard. Just little students have average score and there is no one student got good score even less in excellent score. It was caused by some problems that inhibit the student to comprehend the text. By knowing the result of students in reading comprehension, the researcher felt that it was needed an appropriate technique or strategy to improve students reading comprehension. So that, the student's abilities in reading comprehension would be better and their motivation would also increase in comprehending the text.

Based on the table distribution above, the percentage the pre-assessment students' reading comprehension in reading subject could be seen in following:

1. Excellent : 0 %
2. Good : 0 %
3. Average :  $\frac{1}{22} \times 100 \% = 4.45\%$
4. Poor :  $\frac{13}{22} \times 100 \% = 59\%$
5. Ver poor :  $\frac{8}{22} \times 100 \% = 36.36\%$

Based on those data, the researcher got the result of students percentage score as follows:

**Tabel 3: The Percentage of the Student's Reading Comprehension in Pre-assessment**

No	Score Interval	Qualification	Number of Students ( from 22 students)	Percentages
1	85%-100%	Excellent	0 students	0 %
2	75%- 84%	Good	0 students	0 %
3	60%-74%	Average	1 students	4.54%
4	40%-59%	Poor	13 students	59.09%
5	0%-39%	Very poor	8 students	36.36%

Based on the table, It showed score which were students have in very poor percentage in reading comprehension consist of 36.36 % qualification ( achieved by 8 students), it because of some problem such as their low motivation in reading comprehension, don't have enough vocabularies to interpret the words, feel bored and pessimit to comprehend the text. 59.09% poor qualification (achieved by 13 students), its qualification is gotten by almost all of students, it because of some problem such as doesn't have theory or strategy to comprehend the text, the condition of the class doesn't support in teaching reading process, and some of students didn't concentrated in studying, etc. 4.54% average qualification (achieved by 1 student), it because of disturbed by another friend who speak while teaching process, and there was no students in Good and Eccellent qualification, and it was beacause of the totally of students had low motivation i reading, don't have enough vocabularies to comprehend technique in reading comprehension and unable to comprehend the text because of difficulties in interpet unfamiliar word.

### **1. Cycle I**

#### **a. Planing**

After seeing the result in pre-test score, the researcher prepared a text that would be taught or applied in improving students reading comprehension at cycle I.the materials had the same level as the materials that they had learned. The material about "Recount text" is taken from Internet that have been checked by Flesch Kincaid formula to choose suitable level for eleventh grades. Then the researcher copied 22 text.

#### **b. Implementing of action I**

The implementation of teaching and learning process for cycle I was done in Three meetings ( 9X40 minutes). The first meeting was done on Wednesday Juli 15, 2014 about 07.30-09.00 WIB. The second meeting was done on Thursday in Juli 16, 2014 about 07.30-09.00 WIB. The third meeting was done on Friday in Juli 17, 2014 about 07.30-09.00 WIB.The materials of Cycle I were : Festival of Lights, and My Holiday.

The researcher divided the action in giving the material of teaching reading into three steps they were: pre reading activities, whilst reading activities, and post reading activities.

### **Pre reading activities**

1. The researcher gave greeting and preparing the students to learn.
2. The researcher gave motivation to the students
3. The researcher distributed the text to the students and asked them to pay attention of it

### **Whilst reading activities**

1. The researcher gave materials that will be taught to the students
2. The researcher made some group and cells the leader of the group to gave explanation about the material
3. The researcher asked students each of the leader's return to his group and explains the material which has been explained by the teacher to his members of the group
4. The researcher asked students each students was given one piece paper and writes question related with the material
5. Then, the paper made like a ball and was thrown to one student and goes to the other student up to more or less 5 minutes
6. After students gets one ball or one question be given by chance to student to answer question written in the ball paper

### **Post reading activities**

1. The researcher asked the students to answer the question based on the text
2. The researcher asked the students to collect their answer
3. The researcher wrote down the results of student's reading comprehension.

### **c. Observation**

Beside the researcher taught the material to students, the researcher also did the observation and monitoring during the process of the action. By the observation, the researcher saw that were some improvement that are showed by the students, such as, they were enthusiast, some of students give the question to the researcher if they got confused about the material and they felt more interesting with the technique was applied. But the researcher still found the studentss that did not focus of the material. They talked with their friend.

### **d. Reflection and Evaluation**

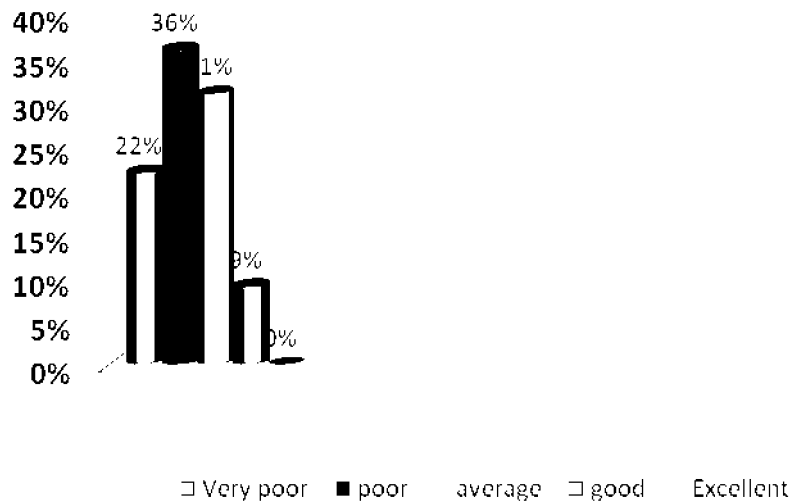
From the action I, the researcher felt that snowball throwing was quite effective to improve student's reading comprehension. It can be seen on the graphic about the

results of the students score incomprehending the text. It was better than student's score in the pre-Assessment.

**Tabel 4. Distribution result of Cycle I**

Name	True Answer	Score
Amanah Rahmawani	8	80
Apri omi Angraini	6	60
Davin Gunandar	3	30
Dede Wahyu	6	60
Dimas Sanjaya	4	40
Dinda Cahaya	3	30
Hengky Ariyo	5	50
Indika Niktar	5	50
Islah Dwi Noprilia	8	80
Isye Vira Yanti	3	30
Muhammad Aldo	4	40
Muhammad M	6	60
Pebki Agianto	5	50
Putri Santika	4	40
Putri Andriani	5	50
Reliska Ulandari	6	60
Reyhannah	7	70
Rifaldi	3	30
Rori Ananda	7	70
Shintia Hartono	5	50
Widodo Aprianto	7	70
Bella Pertiwi	3	30
<b>SUM</b>		1180
<b>MEAN SCORE</b>		51.36

**Figure 2: The Percentage of the Student's Cycle Score CYCLE**



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Based on the graphic above, it has an improvement in student reading comprehension score. Just 10 student got 30, it was because of not focus to the teaching learning process. There are some students got average score, they also have few students who got good result but still no one student in excellent position.

By the result in cycle I, the researcher felt that snowball throwing technique was good for students and should be applied in teaching and learning process to get better result in the next time.

Based on the table distribution above, the percentage the pre-assessment students' reading comprehension in reading subject could be seen in following:

- 1. Excellent : 0 %
- 2. Good :  $\frac{7}{22} \times 100 \% = 9.09\%$
- 3. Average :  $\frac{7}{22} \times 100 \% = 31.81\%$
- 4. Poor :  $\frac{6}{22} \times 100 \% = 36.36\%$
- 5. Ver poor :  $\frac{5}{22} \times 100 \% = 22.27 \%$

Based on those data, the researcher got the result of students score distribution as follows:

**Tabel 5: The Score Distribution of Student's Reading Comprehension in Cycle1**

No	Score Interval	Qualification	Number of Students
Percentages			
( from 22 students)			
1	85%-100%	Excellent	0 students
			0 %
2	75%- 84%	Good	2 students
			9.09%
3	60%-74%	Average	7 students
			31.81%
4	40%-59%	Poor	8 students
			36.36 %
5	0%-39%	Very poor	5 students
			22.27%

Through the table above we could see that almost every student had increasing in their score. It meant that the student's reading comprehension had little progress in this action. The researcher felt that this technique was suitable for students and must be improved again to get better result. It consisted of 22.27% very poor qualification (achieved by 5 students), it because the student still has the problems such as low motivation in reading comprehension the text, etc. But in this cycle we can see that snowball throwing theory can minimize students problems who were very poor qualification from 36.36% or 8 students to 22.27% of students or 5 student. 36.36% poor qualification (achieved by 4 students), it because of some students still have some problems such as unfamiliar with the strategy, and low vocabulary, etc. But, in this cycle we can see that student could minimize their problems in reading comprehension through snowball throwing theory. 31.81% average qualification achieved by 11 student), the students were begin familiar with the theory that applied by the researcher and tried to comprehend the text better. 9.09% good qualification (achieved by 2 students). It because the students were begin

familiar with the theory and motivated to doing what the researcher said. But there was still no one student got excellent qualification.

By the result in cycle I, the researcher felt that snowball throwing is good for students and should be applied in teaching and learning process to get better result next time. In another side, the condition of students such as their motivation, interest, attention in learning, confidence in comprehending the text should be increased well, must be increased well. Because the researcher still found the problem, some of students still busy with themselves, they talked while teaching learning process run out.

## 1. Cycle 2

### a. Planning of cycle 2

In this action, the researcher prepared again another reading text material, the researcher believed that reading comprehension will be better using snowball throwing. The material had the same level as the cycle one. The material in action two was about “Bawang Putih&Bawang Merah” it is taken from “modul bahasa Inggris kelas delapan”. Then the researcher copied it of 22 sheets for each student.

### b. Implementing of action 2

The implementation of teaching and learning process for cycle I was done in three meetings ( 9X40 minutes). The first meeting was done on Wednesday Agust 7, 2014 about 07.30-09.00 WIB. The second meeting was done on Thursday in Agust 8, 2014 about 07.30-09.00 WIB. The third meeting was done on Friday in Agust 9, 2014 about 07.30-09.00 WIB. The materials of Cycle I were :Bawang Putih &Bawang Merah. After prepared English teaching material and the text, the researcher divided the action into three steps that same with action one. They were pre-reading activities, whilst reading activities, and post reading activities, and post reading activities.

#### ❖ Pre reading activities

1. The researcher gave greeting and preparing the students to learn.
2. The researcher gave motivation to the students
3. The resesarcher distributed the text to the students and asked them to pay attention of it.

#### ❖ Whilst reading activities

1. The researcher gave materials that would be taught to the students
2. The researcher made some group and cells the leader of the group to gave explanation about the material
3. The researcher asked students each of the leader's return to his group and explains the material which has been explained by the teacher to his members of the group
4. The researcher asked students each students is given one piece paper and writes question related with the material
5. Then, the paper made like a ball and was thrown to one student and goes to the other student up to more or less 5 minutes
6. After students gets one ball or one question be given by chance to student to answer question written in the ball paper

❖ Post reading activities

1. The researcher asked the students to answer the question based on the text
2. The researcher asked the students to collect their answer
3. The researcher wrote down the results of student's reading comprehension.

c. Observation

In action two, the researcher also did the observation with English teacher. The researcher and English teacher observed the students activities in the classroom, through the observation of action two, the researcher and English teacher found better progress of students reading comprehension ability than in cycle one. The researcher and English teacher found saw that there were some progress that are showed by the students, such as: the increasing of students motivation in learning English, they felt more interested with the applied of English teaching technique, they focused and pay attention on what the researcher said and they asked to the researcher bravely if they confused with the material. In other hand, the researcher and English teacher also found some problems during the action two, it because of there were little student make noisy and disturb the others students.

Then the researcher tried to control the students activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students would be improved again on the text section.



## d. Reflection and Evaluation

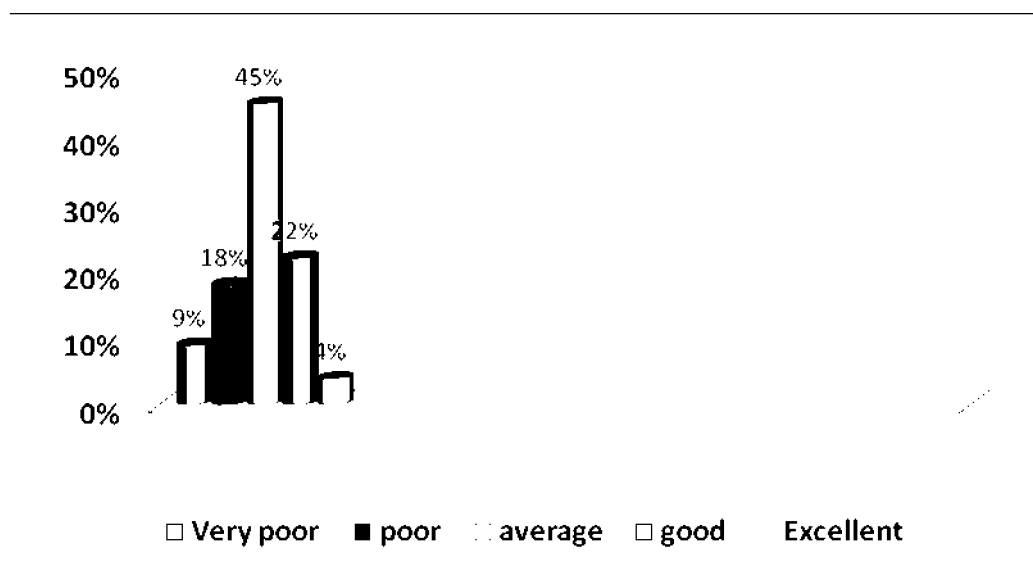
As mentioned in the observation above, there was some progress that showed by students in cycle 2, even there were still problems that found by the researcher. The result that reached by students in action 2 can be seen in the following chart.

**Tabel 6. Distribution result of Cycle II**

Name	True Answer	Score
Amanah Rahmawani	9	90
Apri omi Angraini	7	70
Davin Gunandar	6	30
Dede Wahyu	7	70
Dimas Sanjaya	6	60
Dinda Cahaya	7	70
Hengky Ariyo	8	80
Indika Niktar	7	70
Islah Dwi Noprilia	8	80
Isye Vira Yanti	6	60
Muhammad Aldo	3	30
Muhammad M	7	70
Pebki Agianto	6	60
Putri Santika	6	40
Putri Andriani	7	70
Reliska Ulandari	8	80
Reyhannah	8	80
Rifaldi	4	40
Rori Ananda	5	50
Shintia Hartono	7	70
Widodo Aprianto	8	80
Bella Pertiwi	5	50
<b>SUM</b>		1400
<b>MEAN SCORE</b>		63.63

Based on explanation above, the result of pre-assessment could be seen on the table below:

**Figure 3: The Percentage of the Student's Cycle II Score**  
**CYCLE II**



Based on the graphic above, it has an improvement in student reading comprehension score. Just 1 student got 30, it because of not focus to the teaching learning process. There are some students got average score, they also have many students who got good result and 1 student got excellent.

By the result in cycle I, the researcher felt that snowball throwing technique is good for students and should be applied in teaching and learning process to get better result in the next time.

Based on the table distribution above, the percentage the pre-assessment students' reading comprehension in reading subject could be seen in following:

1. Excellent :  $\frac{1}{22} \times 100\% = 4.54\%$
2. Good :  $\frac{5}{22} \times 100\% = 22.27\%$
3. Average :  $\frac{10}{22} \times 100\% = 45.45\%$
4. Poor :  $\frac{4}{22} \times 100\% = 18.18\%$
5. Ver poor :  $\frac{1}{22} \times 100\% = 9.09\%$

Based on those data, the researcher got the result of students score distribution as follows:

**Tabel 7: The Score Distribution of Student's Reading Comprehension in Cycle II**

No	Score Interval	Qualification	Number of Students	Percentages
( from 22 students)				
1	85%-100%	Excellent	1 students	4.54%
2	75%- 84%	Good	5 students	22.27%
3	60%-74%	Average	10 students	45.45%
4	40%-59%	Poor	4 students	18.18%
5	0%-39%	Very poor	2 students	9.09%

## **2. Cycle 3**

This was the last cycle of this action researcher. Even though there was an improvement on the students' reading comprehension for cycle 1 to cycle 2, the procedure of the cycle III was done as follows:

### **a. Planning**

The researcher prepare the material, instrument, and lesson plan, to teach in this stage. The material had the same level as the material that they had learned and according to their syllabus. The material in action three was about "is Michael Jordan, and Peter taken from "English in focus for grade VIII". Then, the researcher copied 22 sheets and gave them to the students.

### **b. Implementation of Action 3**

The implementation of teaching and learning process for cycle I was done in three meetings ( 9X40 minutes). The first meeting was done on Wednesday Agust 11, 2014 about 07.30-09.00 WIB. The second meeting was done on Thursday in Agust 12, 2014 about 07.30-09.00 WIB. The third meeting was done on Friday in Agust 13 ,

2014 about 07.30-09.00 WIB. The materials of Cycle I were : Michael Jordan, and Peter.

The researcher divided the action in giving the material of teaching reading into three steps they were: pre reading activities, whilst reading activities, and post reading activities.

❖ Pre reading activities

1. The researcher gave greeting and preparing the students to learn.
2. The researcher gave motivation to the students
3. The researcher distributed the text to the students and asked them to pay attention of it

❖ Whilst reading activities

1. The researcher gave materials that will be taught to the students
2. The researcher made some group and cells the leader of the group to give explanation about the material
3. The researcher asked students each of the leader's return to his group and explains the material which has been explained by the teacher to his members of the group
4. The researcher asked students each students is given one piece paper and writes question related with the material
5. Then, the paper made like a ball and is thrown to one student and goes to the other student up to more or less 5 minutes
6. After students gets one ball or one question be given by chance to student to answer question written in the ball paper.

❖ Post reading activities

1. The researcher asked the students to answer the question based on the text
2. The researcher asked the students to collect their answer
3. The researcher wrote down the results of student's reading comprehension.

c. Observation

In the action 3, the researcher also did the observation as long as the action was running. Based on the observation the researcher and collaborator found that there were some improvement on students reading comprehension. Beside that, the researcher felt that there was no a serious trouble with the students. They began to understand and tried to follow the action seriously. Even though, there were a few

students who still made the condition noisy. In this action, the researcher also felt quite satisfied, because there were no students had less active participant.

d. Reflection

In this session, the comparison of the cycle II and cycle III result was reflected. Similar with the refelection on cycle II, in this reflection, researcher analyzed everything related with students' improvement in reading. From evaluation, the students' reading can bee seen in the following figure:

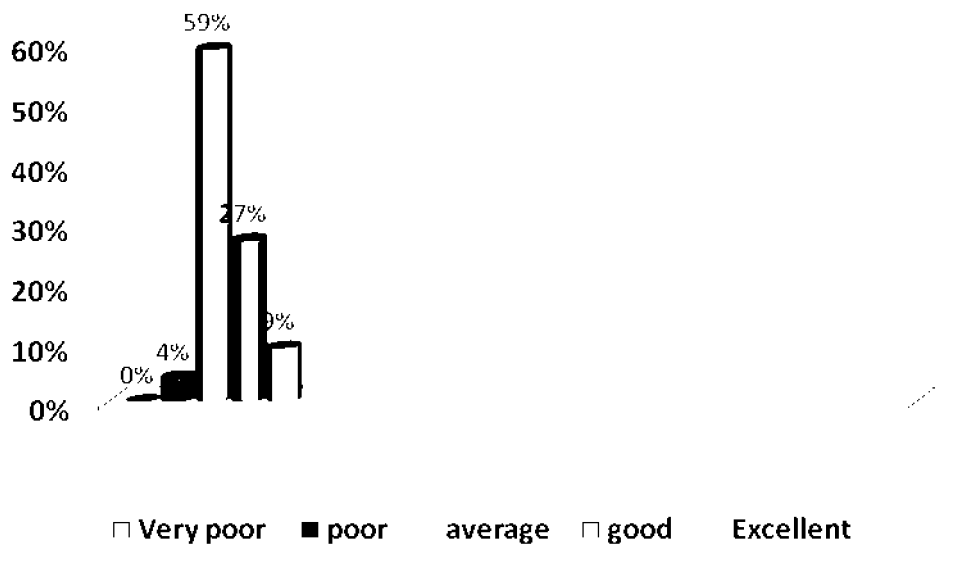
**Tabel 8. Distribution result of Cycle III**

Name	True Answer	Score
Amanah Rahmawani	9	90
Apri omi Angraini	8	80
Davin Gunandar	7	70
Dede Wahyu	8	80
Dimas Sanjaya	7	70
Dinda Cahaya	7	70
Hengky Ariyo	8	70
Indika Niktar	8	80
Islah Dwi Noprilia	7	70
Isye Vira Yanti	6	60
Muhammad Aldo	7	70
Muhammad M	7	70
Pebki Agianto	6	60
Putri Santika	8	80
Putri Andriani	8	80
Reliska Ulandari	7	70
Reyhannah	8	80
Rifaldi	5	50
Rori Ananda	7	70
Shintia Hartono	9	90
Widodo Aprianto	7	70

Bella Pertiwi	6	60
<b>SUM</b>		1590
<b>MEAN SCORE</b>		72.27

Based on explanation above, the result of pre-assessment could be seen on the table below:

**Figure 4: The Percentage of the Student's Cycle III Score**  
**CYCLE III**



By the result in cycle III, the researcher felt that snowball throwing technique is good for students and should be applied in teaching and learning process to get better result in the next time.

Based on the table distribution above, the percentage the pre-assessment students' reading comprehension in reading subject could be seen in following:

1. Excellent :  $\frac{1}{22} \times 100\% = 9.09\%$
2. Good :  $\frac{6}{22} \times 100\% = 27.27\%$
3. Average :  $\frac{13}{22} \times 100\% = 59.09\%$
4. Poor :  $\frac{1}{22} \times 100\% = 4.54\%$
5. Ver poor : 0%

Based on those data, the researcher got the result of students score distribution as follows:

**Tabel 9: The Score Distribution of Student's Reading Comprehension in Cycle III**

No	Score Interval	Qualification	Number of Students ( from 22 students)	Percentages
1	85%-100%	Excellent	2 students	9.09 %
2	75%- 84%	Good	6 students	27.27%
3	60%-74%	Average	13 students	59.09%
4	40%-59%	Poor	1 students	45.45%
5	0%-39%	Very poor	0 students	0%

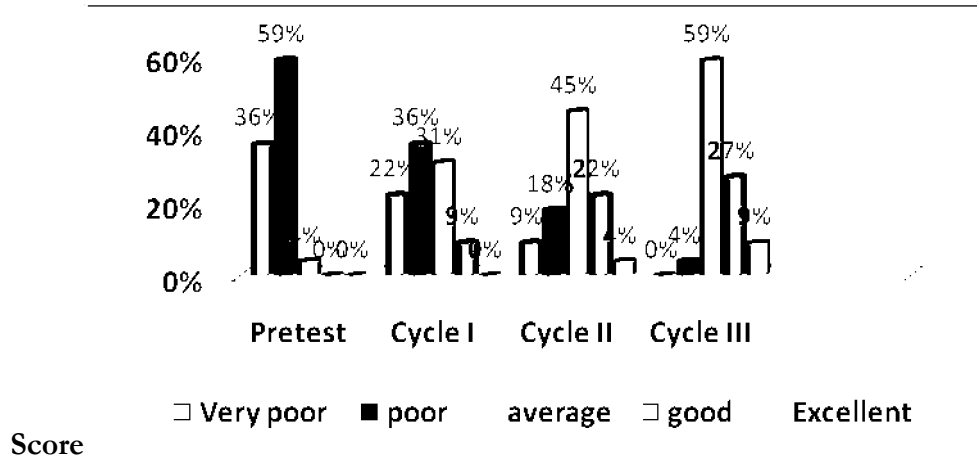
Tabel 5 showed that a satisfying result too: the students who were very poor had decreased from 9.09% to 0%, those who were poor had decreased 4.45% from 18.18%, the average had increased until 59.09% from 45.45%; the percentage good students reached until 22.27% from 27.27%; And finally, the students who were excellent increased until 9.09% from 4.54%. From the result above, the researcher that the indicator of teaching in learning has been reached. Therefore, the researcher decide to stop the action.

### **E. Data Analysis**

The data analysis was done by observing and evaluating the students reading comprehension result from action there including pre-assessment. From pre-assessment, cycle I, cycle II, and cycle III. As we know that students had studeid how to improve their reading comprehension ability using snowball throwing technique. The result showed that snowball throwing technique was effective in improving student's reading comprehension. It could be seen from the result of

student's reading comprehension in each cycle. The complete result could be seen in the following figure.

**Figure 5: The Percentage of the Student's Pre-Assessment, Cycle I, Cycle II , and Cycle III**



From the figure above, the researcher collects the students' reading comprehension into percentages. The percentages can be seen from the following tabel.

**Tabel 10: The result of Students' Reading Comprehension in Each Cycle**

Cycle	Very poor	Poor	Average	Good	Excellent
Pre-test	8 (36.36%)	13 (59.09%)	1 4.54%	-	-
Cycle-1	5 (22.27%)	8 (36.36%)	7 (31.81%)	2 (9.09%)	-
Cycle-2	2 (9.09%)	4 (18.18%)	10 (45.45%)	5 (22.27%)	1 (4.54%)
Cycle-3	-	1 (4.45%)	13 (59.09%)	6 (27.27%)	2 (9.09%)



## F. Discussion

The result was done of the research to the students in second year of SMP 10 Kota Bengkulu. The result of this research showed that the students' comprehension through snowball throwing after giving the treatments for four weeks was involved. The result have got by the researcher from action one, two, and three of this research, it can be taken some conclusions that most of students were enthusiast and interested in the material given through snowball throwing. Most of them got better percentage comprehension in significant level from three action and post-test.

Before the researcher did treatment, the researcher did the pre-test. The result showed that there were no students in very good and good qualification, the average low qualification of students were achieved. Therefore, they needed to improve their abilities in reading comprehension. The researcher also indicated that snowball throwing in reading comprehension could be improved the students reading comprehension.

## G. Conclusion

Based on the result of the study, it can be concluded that snowball throwing teaching technique was effective in improving students reading comprehension. Snowball throwing made the students interest in learning English, especially for reading material. The students felt enjoyable, they become enthusiast with the material given, and the students more interest to learn English lesson. They were easier to comprehend the text because the researcher gave an explanation about the important thing to get meaning of the text through snowball throwing teaching technique. This fact also proved by the real result that had got on the research. It can be seen from pre-assessment, three cycles and also an observation sheet.

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