

**USING SNOWBALL THROWING IN TEACHING READING AT THE SECOND
YEAR STUDENTS OF SMPN 8 PALOPO**



IAIN PALOPO

A THESIS

Submitted as a Part of the Requirements for S.Pd. Degree
In English Language Education Study Program

Written by
WAHIDIN

REG. NUMBER: 16.0202.0062

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2020

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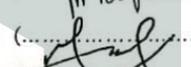
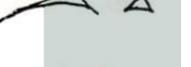
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THESIS APPROVAL

This thesis entitled *“Using Snowball Throwing In Teaching Reading at the Second Year Students of SMPN 8 Palopo”* Which is Written by **Wahidin, Reg. Number. 16.0202.0062** S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Monday, 8th of June 2020**, coincided with **19th Syawal 1441 H**, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

~~Monday~~ **8th of June 2020**
19th syawal 1441 H

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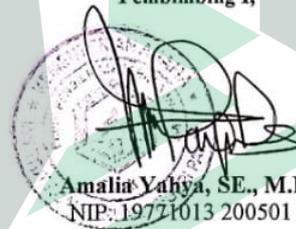
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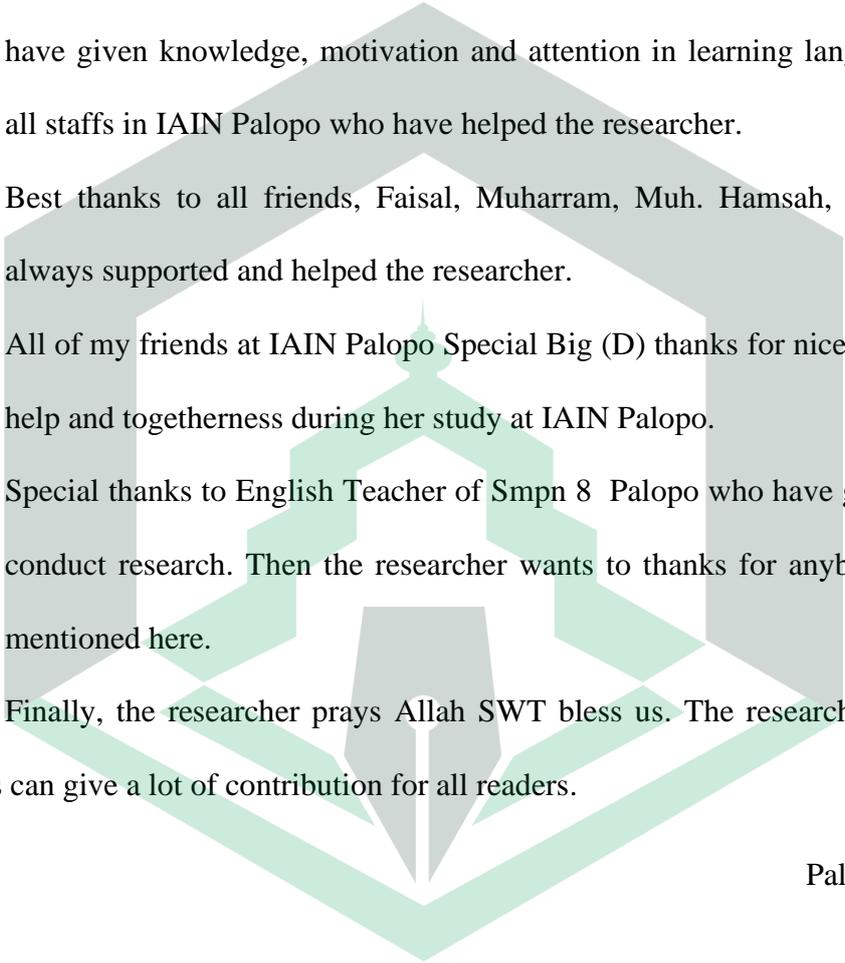
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- 
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Palopo, 8th June 2020

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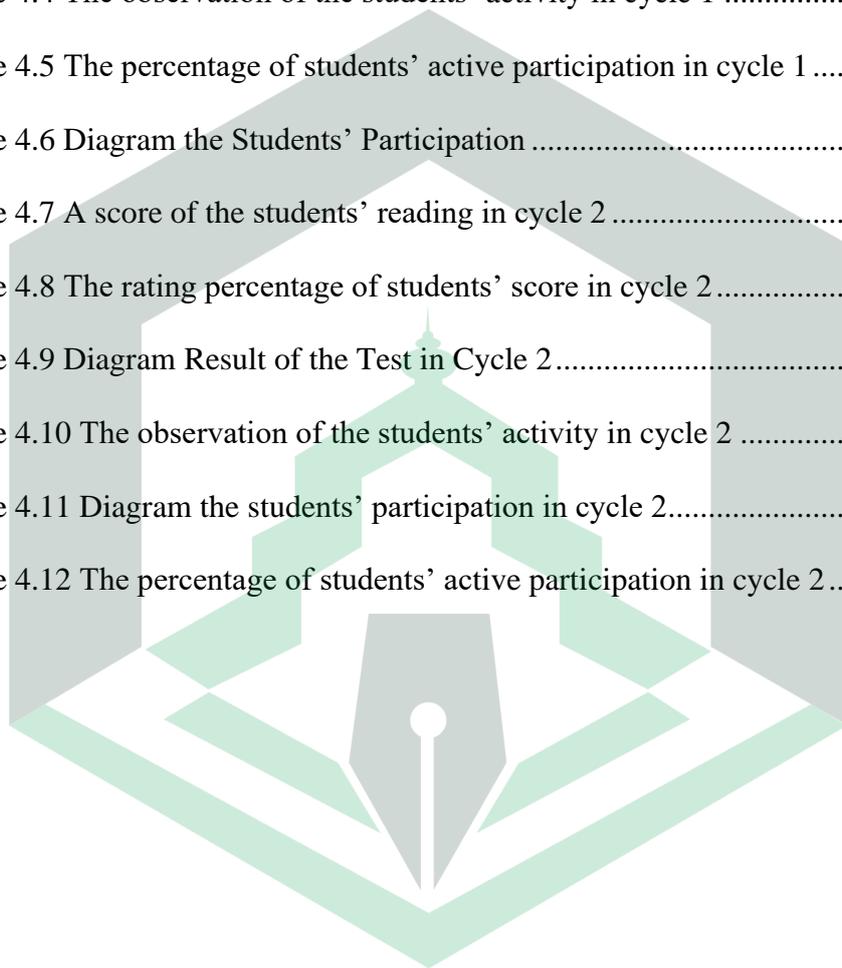
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ABSTRACT

Wahidin: 2019 “ Using Snowball Throwing In Teaching Reading At The Second Year Students OF SMPN 8 Palopo” Thesis of English Study Program of Education Department Institut Agama Islam Negeri Palopo, Consultant I Amaliyah Yahya, S.E., M.Hum. And Consultant II Muhammad Iksan, S.Pd., M.Pd”.

Key Words: *Snowball Throwing, Reading Text*

This thesis studies the improvement of student's Reading using Snowball throwing. The research question “How is the appropriate to using snowball throwing in teaching reading at the second-year students of SMPN 8 Palopo

This research employed classroom action research (CAR) with cycles namely: the first cycle and the second cycle. Each cycle consists of four steps, namely: planning. Acting, observation, and reflection. There were four meetings during the research cycle. The sample of this study was class VIII³ consist of 20 students. In collecting the data, the researcher used the observation, interview, and Reading test in evaluation.

The result of this study revealed that cycle 2 was better than cycle 1 scores. The students showed great enthusiasm during the lesson. The mean score of cycle 2 is 82,75 and the percentage of observation of the students' activities The reading mastery of students increase, after cycle 2.

The appropriate way to teach reading using snowball throwing is: (1) giving more motivation to the students to build their confidence and spirit to study hard and to be active in the learning process. (2) More explanation of the material and giving game before beginning the learning process than giving an opportunity to the students to say what they do not understand during the learning process. (3) Giving reward/gift for appreciating (4) The grouping of the students into a small group that consisted 5 students. (5) giving glossaries in the narrative text (6) Observers and researcher observing the student's activities. (7) Giving tests to the students to know the students' improvement in reading after Using Snowball Throwing In teaching reading

CHAPTER I

INTRODUCTION

A. Background

Reading is one of the acts of communication which is consisting of communicative activity and becomes the center to build concept and to stimulate thinking for comprehension.¹ By having good reading skills, people are able to understand English written text well. Therefore students are supposed to have the reading skill; especially junior high school students will continue their studies in the senior high school

To teach students to read, a teacher often finds some problems, such as the students got difficulties in finding the meaning of words in the text, difficulties in explaining the communicative purpose of the text, and difficulties in explaining the message of the text. Factors such as inability and low interest may account for some aspects of the problems. Many teachers believe that the problem is the inability, have tried diligently using instructional strategies or learning techniques that help students improve their ability to read.

The students' interest to learn a second language is influenced by the lessons and how the teaches them in the classroom. So, if a teacher wants to improve students' language mastery, they must be aware of students' feelings and create a supportive learning atmosphere in the classroom. In teaching reading, they should give opportunities and motivate students to read actively. If the

¹ Tricia Hedge, Teaching And Learning In The Language Classroom, (New York: Oxford University Press, 2000), P.194

The student is interested, they will be motivated to read. A high motivation to practice reading will improve their reading comprehension.

The problems in SMPN 8 Palopo were that the students seldom discussed and shared materials with each other because the reading activity still depended on the teacher's explanation, e.g. the teacher always in front of the class explaining the materials and the students listened to her explanation. Some students tended to be active but the others were passive. Those happened because some students were dared to ask and share opinions with the teachers but the other students did not. The students were still afraid to answer the questions asked by the teacher and still shy to state their opinions to their teacher.

When the students pay attention seriously, most things in the reading process are comprehending the message. This situation also happens in most of the students at the second-year students in SMPN 8 Palopo, who still face difficulties in reading skills on the narrative text and always get bored when they read the text, because they read repeatedly the text to understand the next. They just try to know the meaning of each word from the text for getting the main idea of the text. As a result, the students spent a long time understanding the next and they do not have the same opportunity to understand the next. One difficulty faced by students is how to remember what they have read. It is caused most of the students still cannot read well and difficult to understand.

They are many technique and technique which can be used in teaching reading comprehension. However, the researcher applies a snowball throwing to teach reading

comprehension to the students, it is as an alternative way to create an active teaching-learning process. Snowball throwing technique is one kind of cooperative learning model in which students work in small groups and this teamwork format every student is forced to be active, and the students get the opportunity to interact with each other. In this interaction, students will enjoy the learning process.

A narrative text is a text focusing on specific participants Its social function is to tell stories of past events and entertain the readers/listeners with our stories. The purpose of a narrative, other than providing entertainment, can make the reader think about an issue, and teach them a lesson. According to Antonio Wardman, the language features used in the narrative text the use of adjectives that form noun phrases the use of time connectives and conjunctions the use of adverbs, the use of past tense the use of saying verbs, and the use of specific characters. But in this research, the researcher focuses on the use of past tense, the use of time connectives conjunctions, and the use of adverbs There are many techniques in teaching reading. One of them is the snowball throwing technique. It is one of the cooperative learning technique which is useful to teach reading, where cooperative learning essentially involves students learning from each other in groups.²

The researcher chose snowball throwing because through snowball throwing students in the second year of SMPN 8 Palopo can share information and discuss the text in reading. Snowball throwing makes students act in cooperation with one another

² Artono Wardiman, *English In Focus For Grade VII Junior High School*, P.102

toward the situation which is given by the teacher and the students can go through every difficulty they meet by working together in convenient environment.

Snowball throwing also helps to solve the problem of classes that are too large to offer many opportunities to apply their reading comprehension and then more active to discuss their reading material from their teacher, offer many advantages, create and encourage the individual's insight into his comparative strength and weaknesses so that the idea can be generated and shared.

Therefore, related to the explanation above, the researcher conducts research entitled "Using Snowball Throwing In Teaching Reading At the second year Students of SMPN 8 Palopo"

B. Problem Statement

Based on the explanation on the background, the researcher formulates a research question namely: How is the appropriate to using snowball throwing in teaching reading at the second-year students of SMPN 8 Palopo?

C. The objective of the Research

Based on problem statements, the objective of the research as follows: To find out an appropriate way of using snowball throwing in teaching reading at the second-year students of SMPN 8 Palopo.

D. Significance of the Research

This research hopefully would be useful both theoretically and practically, as follow

1. Theoretically

The results of this research hopefully can be used as verification of the previous theories about comprehending English reading text.

2. Practically

a. As information for the English teachers to improve their reading comprehension teaching and learning process and to choose the most appropriate teaching method based on the students' problem.

b. To be a reference for the next researchers who will take the students' difficulties in comprehending reading text as materials in their research.

E. Scope of the Research

The scope of the research focused on improving students' reading using snowball throwing at the second-year students of smpn 8 palopo. By discipline, this research was applied teaching reading, by an activity, the researcher employed snowball throwing in teaching reading narrative, the material of reading comprehension focused on fable. By the assessment, this research was emphasized on reading comprehension which focused on vocabulary and the content.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In this thesis, the researcher found some researchers who are closely related to this research, those researchers:

1. Abdul Aziz Mansur (2014) in her thesis under the title of improving students understanding of narrative text through story mapping. He concluded that using story mapping in teaching narrative text can improve the students' understanding of the narrative text.³

2. Dwi Meilinda Nebella Studied (2018) YouTube Videos and snowball throwing technique to improving students' speaking skills'' she concluded that using snowball throwing technique is effective to improving students speaking skills.⁴

3. Nurbaya (2009) The Effect of using snowball Throwing to improve students motivation in PAI at the Fifth Grade of Elementary School 009 langkan langgam Districk pelalawan Regency ". She concluded that improving students motivation in PAI by using snowball throwing is effective and interesting way that can be applied in any classroom.⁵

³Mansur, Abdul Aziz (106014000328) Thesis. "*Improving Students' understanding of Narrative Text Through Story Mapping*" (Jakarta: Skripsi of English Education Department, the Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, 2014).

⁴Nebella Dwi Meilinda, *youtube video and snowball throwing technique to improving students' speaking skill*. Edukasi jurnal pendidikan dan pengajaran vol. number 5, 2018, h.001

⁵Nurbaya, *the Effect of using snowball Throwing to improve students motivation in PAI at the Fifth Grade of Elementary School 009 langkan langgam Districk pelalawan Regency'* (UIN RIAU: 2009).

4. Dodi Irawan (2009) the effect of using snowball throwing to improve students achievement in SAINS at the fourth grade of Elementary school 013 Koto tuo “He concluded that the effect of using snowball throwing is effective to improving students achievement.⁶

The similarity of the previous four above with this research is focused on improving students in a study. Previous research together used the media in learning using methods in teaching but remained focused on improving student understanding in narrative text comprehension. Whereas in this study also applied students' reading comprehension. By using its own pattern of snowball throwing techniques in teaching reading, students are assisted by techniques that are given so that they are younger at an understanding text in reading such as making students in the class collaborate to make it possible to be active in the learning process

Another difference between the previous studies used the experimental method. In fact, this research is Classroom Action Research (CAR). CAR is a research that aims to improve and improve learning practices in schools, increase the relevance of education, improve the quality of education. Researchers choose this method because it is to determine the ability of students when taught using techniques in each learning

Based on the previous related studies above, the researcher concluded that an appropriate teaching way is needed by English teachers in improving students reading comprehension. Teachers should understand what the best strategy or technique can

⁶ Dodi Irawan, the Effect of Using Snowball Throwing to Improve Students achievement in SAINS at the Forth Grade of Elementary School 013 Koto Tuo (University of Sultan Syarif Kasim Riau:2009)

help students to comprehend the reading. Teachers also should know about good material which can make students interest and easy to understand the reading. in addition, it also can increase student's knowledge after studying in the classroom.

In this research, the researcher used a snowball throwing technique to improve students' reading comprehension. *Snowball* throwing technique trains students more responsive to receive messages of the narrative text from other students, and deliver the message to his/her friends in the group. A question paper contains questions made into a snowball paper then thrown to the other students. Students who receive the paper ball open and answer the question. The implementation of this technique can be beneficial for all students to improve their reading comprehension in the class because they have the same opportunity to be actively involved in English reading.

B. Reading

Generally teaching is not only transferring knowledge or taught to the students, but it is guiding the students in order that they are able to be a success. Jack C.Richards explain clearly teaching is showing or helping someone to learn how to do something, giving information, providing knowledge, causing to know, or understanding.⁷According to Douglas, teaching is Guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.⁸

⁷Jack C.Richards, *Approaches and techniques in learning teaching*, (cet.V111; New York: Cambridge university press, 1995), p.44.

⁸H.Douglas Brown,*Principle of Language Learning and Teaching*, (fourth Edition;New Jersey:prentice hall international Limitid,1987),p.7.

For many people, reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they have read accurately. The other difficulty is the reader not to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process. The main purpose of reading is to have the same perception between the reader and the author seen the idea of the text.⁹ From those explanations above the researcher concluded that reading is an activity or process to get any information by reading the text.

C. Theory of Reading

In Oxford Learner's Pocket Dictionary explain that reading is an act of reading something and way in which something understood.¹⁰ Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels and also from media by using internet.¹¹ Besides, Mark Sheppel in Minati (2009), reading is highly complex, purposeful, thinking process engaged in by the enter organism while acquiring knowledge, evolving the new idea, solving problems or relaxing and recuperating through the interpretation of pointed symbols.¹²

From this point of view, the researcher can sum up that reading is a way to get information from the literature that we read.

⁹ Sharon J. Crawley and King Merritt, *Remediating Reading Difficulties*, 3rd Ed., (New York: McGraw-Hill, 2000), p. 40

¹⁰Victoria Bull, Oxford Learner's Pocket Dictionary, (Fourth edition; New York: Oxford University Press, 2008), p. 366

¹¹Team of Five, *Improving Reading Skill in English for University Student*, Book 3+Workbook 3, (Jakarta: Kencana 2006), p. 51

¹²Minati, "increasing the students' Reading Skill at the Second Year of SMA Negeri 1 Baebunta Through Anecdotes" (Palopo: Thesis Uncokro Palopo, 2009), p. 30.

1. Reading Comprehension

There are some definitions of comprehension. Comprehension is ability to understand something.¹³ Comprehension is the ability to understand and interpret spoken and written the language.¹⁴ Reading comprehension is techniques for improving students' success in extracting useful knowledge from text. As defined by *partnership for reading*, reading comprehension is understanding a text that is read or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.¹⁵

Reading comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words.

From those points of view, the researcher can say that reading comprehension is important because without comprehension the students do not understand what they read.

2. Skills Reading

- a. Skimming; is quick reading for the general drift of a passage. It is an activity which is appropriate when there is no time to read something carefully or when trying to decide if careful reading is merited.

¹³Ibid, p.83.

¹⁴David Cristal,A Dictionary of Linguistics and Phonetics,(New York: Basil Blackwell Lid:1985).p.63

¹⁵Bowman,http://en.wikipedia.org/wiki/Reading_Comprehension. Accessed on may,18th 2019

- b. Scanning; is similar to skimming in that the reader is pushing himself through a selection at an initially uncomfortable rate, but a search is more focused since the information needed is very specific-usually a date, a number, or a place.
- c. Reading for through comprehension; is reading in order to master the total message of the researcher, both main points and supporting details. This type of reading is the primary concern of the most reading class.
- d. Critical reading, require us to push our students beyond the through comprehension" stage of reading, to encourage them to react to readings with the same critical judgment they probably exercise when reading in their native languages.¹⁶

From the four types of reading skills above, the researcher chooses Skimming because by speed reading in order to get the main idea or other important things and also be able to find specific information needed from the text read quickly and efficiently.

3. Some Reading Techniques

The technique is a technique of doing performing something. Basically, everything needs technique we can order a technique to get the best from what we do. The reading book also needs techniques so we can understand what we read well. Afia Malik in Tierney had introduced nice techniques in reading way, namely:

¹⁶Michael H. Long and Jack C Richards, *Techniqueology in TESOL*, (Heinle & Heinle Publishers 1987). P.239.

a. K-W-L (What I know, What I want to learn, What I learned). It is developed by D.Ogle in 1986. It is a teaching model designed help students learn from nonfiction text in any content area. It consists of brainstorming, purpose setting through questioning and then examining the answer to those questions.

b. Graphic information lesson it is developed by Reinking in 1986 the graphic information lesson is signed to help students discover how graphic aids can enhance comprehension while simultaneously helps them in reviewing interpreting important text information.¹⁷

From the two reading techniques in reading above, the researcher chose the KWL (know-to-know-learning) technique because it helps teachers turn on students' background knowledge and interest in a topic and the three steps in this PAGE contain various activities that are useful to improve reading skills Student understanding includes brainstorming, determining the categories and organization of ideas, compiling specific questions, and checking things students want to know/learn from a reading

4. Problem in Reading

We know that every activity, we find many kinds of problems that we never found usually composed of how to solve them or what to do about them. As a student, he needs to read many books in order that we increase our knowledge. However many students read without knowing or understanding the main idea the meaning and the content of the text.

¹⁷Afia Malik, The Study Of Students Ability In Reading Comprehension By using SQ3R Technique(A Case Study), Makassar UNHAS, 2005, P.19

There are many problems with reading, namely:

a. Problem of vocabulary

When we read the book, we feel that the greater problems that are vocabulary. If we do not have enough vocabulary, it is sure that we are difficulty in understanding the content. According to Nuttal, the student is generally not aware, but it is important that they should make themselves understand that possible vocabulary should be taken into consideration. Once they accept that it is natural to have an active vocabulary (the word we know well enough using or levels, receptive one word understand approximately when we meet them, but cannot use) their attitude to know word may become more relaxed. On the other hand, new vocabulary cannot be found without reading.¹⁸

b. Problem of structure

Sentence structure is part of sentence problems, especially in understanding reading. Nuttal says that: we can make use of structural clues established, not exactly the meaning. But, at least the type of the grammatical category of words represented by new items. This tells us a kind of meaning of understanding.¹⁹

c. Problem of semantic

As it is a learning situation, some students quickly learn to read a few, if any difficulties but not all word is difficult. Therefore, the students find difficulties words,

¹⁸Cristian Nuttal, Teaching Reading Skill in Foreign Language, (London, Cristianuttal, 1982), P.33

¹⁹Ibid, p.26

the teacher must help them to identify problems and provide exercise, and activities that readers have to deal with student difficulties in semantic.²⁰

5. Purpose of Reading

When we read a written text, exactly we have purpose whereas to obtain information or to entertain ourselves. The purpose will usually determine the appropriate type of reading skill to be used

a. Reading for pleasure

Reading for pleasure aims at giving the reader pleasure and imaginative experience and centers up in human concern such as love, ambition, was revenge family, life, loyalty, self-reliance, heroism, word peace, the good life, etc. Its purpose is to able and enrich the reader by keeping his emotional life and sharpening insensitively to life's values. Reading for pleasure, we can read a magazine, holiday, brochures, and letters from friends.²¹

b. Reading for information

Reading for general information is a skill that involves absorbing only the main point of the text.²²The students are curious to know information that is covered in the reading text it is not interesting. Therefore, it is essential to choose the reading text for students to learn. This type of reading includes material, generally classified as

²⁰Ibid, P.7

²²Jeremy Harmer, The practice of Language Teaching, (Newyork: Longman, 1991) p.90

nonfiction: science, social studies, current, affairs, personal opinion, and technical matters arts

6. Rules of Faster Reading

Classified six rules for faster comprehension as in the following:

a. Read more

You will have to read much, much more than are you know in the habit of reading. If you are a slow reader, you very likely do little more than go through the daily papers and a few light magazines. You read whatever you happen to have a few spare minutes; you have merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

b. Learn to read for the main idea

Stop wasting time and effort on details. When you read an article, push through efficiently for quick recognition of the main idea that the details support and illustrate; be more interested in the researcher's basic thinking than in his minor points.

D. Narrative Text

The narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems. The narrative text is a text focusing on specific participants which tells an interesting story. Its social function is to tell stories of past events and entertain or amuse the readers. The basic purpose of a narrative is to entertain, to gain and hold a readers' interest, However, narratives can also be written to teach or inform, to change attitudes / social opinions, for example, soap operas and television dramas that are used to raise topical issues.composition (along with

description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration, need not be factual and may be written from perspective of a character in the text.

I. Generic Structure of Narrative Text

A narrative text will of the following structure:

- a. Orientation introduces the characters, time and the place in which the action goes on is mentioned. It answers the questions: who, when, what and where
- b. Complication, after the characters and the setting, have been introduced the obstacles, usually appear. Then the clash, obstacle, problems or complications in the life the characters begin
- c. The resolution, narrative may close in several different ways. The chief actor after struggles with obstacles may succeed in overcoming them and goes on his way rejoicing. In this case we have careful conclusion or happy ending. In this case we have a painful conclusion or sad ending. Sometimes, a story finishes but still leaves some questions unanswered.²³

2. Language Features of Narrative Text

- a. Using simple past tense (killed, drunk, etc).
- b. Using adverb of time (Once upon a time, one day, etc).
- c. Using time conjunction (when, then, suddenly, etc).

²³Cicik Kurniawati, Bahasa Inggris Program Ilmu Pengetahuan Alam dan ilmu Pengetahuan Sosial untuk SMA/MA, (Surabaya; Intan Pariwara, 2011), p 92-93.

- d. Using a specific character. The character of the story is specific, not general. (Cinderella, Snow White, Ali Baba, etc).
- e. Action verbs. A verb that shows action. (killed, dug, walked, etc).²⁴

3. *Types of Narrative Texts*

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include namely:

- a. **Mystery**; Mystery is a genre of fiction typically focused on the investigation of a crime.
- b. **Romances**; this type of genre fiction place their primary focus on the relationship and romantic love between two people, and must have an emotionally satisfying and optimistic ending.
- c. **Horror stories**; a story in which the focus is on creating a feeling of fear. Such tales are of ancient origin and form a substantial part of the body of folk literature. They can feature supernatural elements such as ghosts, witches, or vampires, or they can address more realistic psychological fears.
- d. **Fables**; a short story that usually is about animals and that is intended to teach a lesson.
- e. especially one that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature.

²⁴Adeulfayani.<http://adeulfayani.wordpress.com/narrative-text-2/> Accessed on may,19th 2019

5. Example of Narrative Text

The Smart Monkey and The Dull Crocodile

Orientation

One day there was a monkey. He wanted to cross a river. There, he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Complication

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey "My father is very sick. He has to eat the heart of the monkey. So, he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard. Then, he had a good idea. He told the crocodile to swim back to the river bank. "What's for? Asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

Resolution

The crocodile agreed and turned back around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "where is your heart?" asked the crocodile. "You are foolish. Now I am free and I have my heart," said the monkey to the crocodile.

E. Concept of Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is structured, systematic instructional strategies in which a small group of student who works together toward a common good. It may be considering the subject of collaborative learning. It tends to encompass a variety of group learning experiences, communities, and others.

b. Types of Cooperative Learning

There are over 150 Kagan Structures. All structures have different functions. Some are designed to produce master of high consensus content, others to produce thinking skills, and yet others foster communication skills.

a. Snowball throwing is the type of cooperative learning that provides opportunities for learning democracy, enhance the appreciation of students on academic learning, prepare students to learn about collaboration and social skills through active participation of learners in small groups.

b. Jigsaw In this technique, the teacher assigns a different mini-topic, to each member of a team. The students research their assigned mini-topics and then meet in expert groups with members of other teams assigned the same mini-topic to discuss refine their understanding of the subject.

c. Think-Pair-Share. This is a four-step discussion strategy that incorporates wait for time and aspects of cooperative learning. Students (and teachers) learn to LISTEN

while a question is posed, **THINK** (without raising hands) of a response, **PAIR** with a neighbor to discuss responses, and **SHARE** their responses with the whole class, students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk Both students and teachers have increased opportunities to think and become involved in group discussion

d. **Three-Step Interview.** This involves structured group activity with students. Using interviews/listening techniques that have been modeled; one student interviews another about an announced topic. When time is up, students switch roles as interviewer and interview. Pairs then join to form groups of four. Students take turns introducing their pair partners and sharing what the pair partners had to say. This structure can be used as a team builder, and also for opinion questions, predicting, evaluation, sharing book reports, etc.

2. The element of cooperative learning

Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the *5 basic and essential elements* of cooperative learning:

a. Positive interdependence

Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility, therefore, must believe that they are responsible for their learning and that of their group.

b. Face-to-face interaction

Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

c. Individual and group accountability

Each student must demonstrate mastery of the content being studied. Each student is accountable for their learning and works, therefore eliminating "social loafing".

d. Social skills

Social skills include the ways of student interaction with each other to achieve activity or task objectives (e.g. praising and recognition). Since the student will be free to express themselves, the other will appreciate and help if necessary.

e. Group processing

Group processing, whereby the students are assessed of what they have learned, how they have learned best, and how they might do better as a learning group or team. This will be one of the wonderful impressions that each student in a team tries to master the lesson.²⁵

F. Snowball Throwing

1. Concept of snowball throwing

Snowball throwing is one of the types of cooperative learning. According to Hardian in Patmawati snowball throwing is a teaching technique that can improve the

²⁵Brown, et al., online, http://en.wikipedia.org/wiki/cooperative_learning. Accessed on May 20th 2019

student's attention in the comprehension of text. Through the snowball throwing technique 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 to the question that has been received by them. Saminanto stated that "snowball throwing learning technique is also called hoop snowball learning techniques". This learning technique to train students to be more responsive to receive messages from other students in the form of snowball made of paper, and delivers the message to his friend in the group.²⁶

The type of snowball throwing combines communicative approach, integrative and process skills, the activity of throwing the ball question will make group be dynamic because students activity not only thinking, reading, writing asking, or speaking but they also do a physical activity that is by rolling up the paper and throwing it at another student. Thus, each group member will prepare themselves because they, in turn, must answer questions from her friend which is contained in a ball of paper.

2. The steps of snowball throwing procedure

Here are the steps in the snowball throwing procedure:

- a. Teachers deliver the material to be presented.
- b. Teachers divide students into groups and then call each group leader to give an explanation about the material.

²⁶Patmawati. <http://mgmppknkabkuburaya.blogspot.com/artikel-3-penerapan-technique-snowball.html> Accessed on may,20th 2019

- c. Each group leader back to their group, and then explain the material presented by the teacher to his/her friend.
- d. Then each student is given a sheet of paperwork, to write down a question related to any matter which has been described by the leader of the group.
- e. Then the paper containing the questions were made up into a ball and thrown from one student to another student for ± 15 minutes
- f. After the students get one ball or one question has given the opportunity for students to answer questions that are written in the ball-shaped paper taking turns.
- g. Evaluation.
- h. Closing.²⁷

3. Rules or ways playing snowball throwing, as follows:

- a. The teacher throws a ball at random to one of the students.
- b. The students who get the ball threw it to the other students, can randomly or intentionally
- c. The students who get the ball from his friend threw it back to the other students.
- d. The third student or the last student is obliged to do questions that had been prepared by the teacher.
- e. Repeating the above technique continues until about questions provided is completed or the time runs out.

4. Advantages and Disadvantages of Snowball Throwing Technique

²⁷Agus Suprijono, Cooperative Learning Teori: dan Aplikasi PAIKEM, (Yogyakarta : Pustaka Pelajar,2013), p. 128.

Snowball throwing technique has some advantages that are all involves and participation of students in learning. The advantages of the snowball throwing technique, namely:

- a. Be fun learning because students like to play by throwing the ball to another student paper.
- b. Students have the opportunity to develop the ability to think because they were given a chance to create questions and given to another student.
- c. Make students ready with a variety of possibilities because students do not know about the question that made his friend what it looks like
- d. The students more adroit and their ability to memorizing the English vocabulary is more increased because they learn in an enjoyable way.
- e. Students are actively involved in learning.
- f. The teacher is not too busy making the media because the students directly involved in the practice.
- g. Learning to be more effective.

Besides, there are certainly advantages Throwing Snowball technique also has disadvantages. The disadvantages of this technique, as follows:

- a. This technique needs a lot of time to finish the entire question because if the student cannot answer so the teacher should continue to another student.
- b. The teacher should control the situation of the classroom, this technique will make situation more crowded because the student will scream when the ball running.

- c. This technique not too effective measure speaking skill because not all the student will get the chance to speak because of limit of the time.²⁸

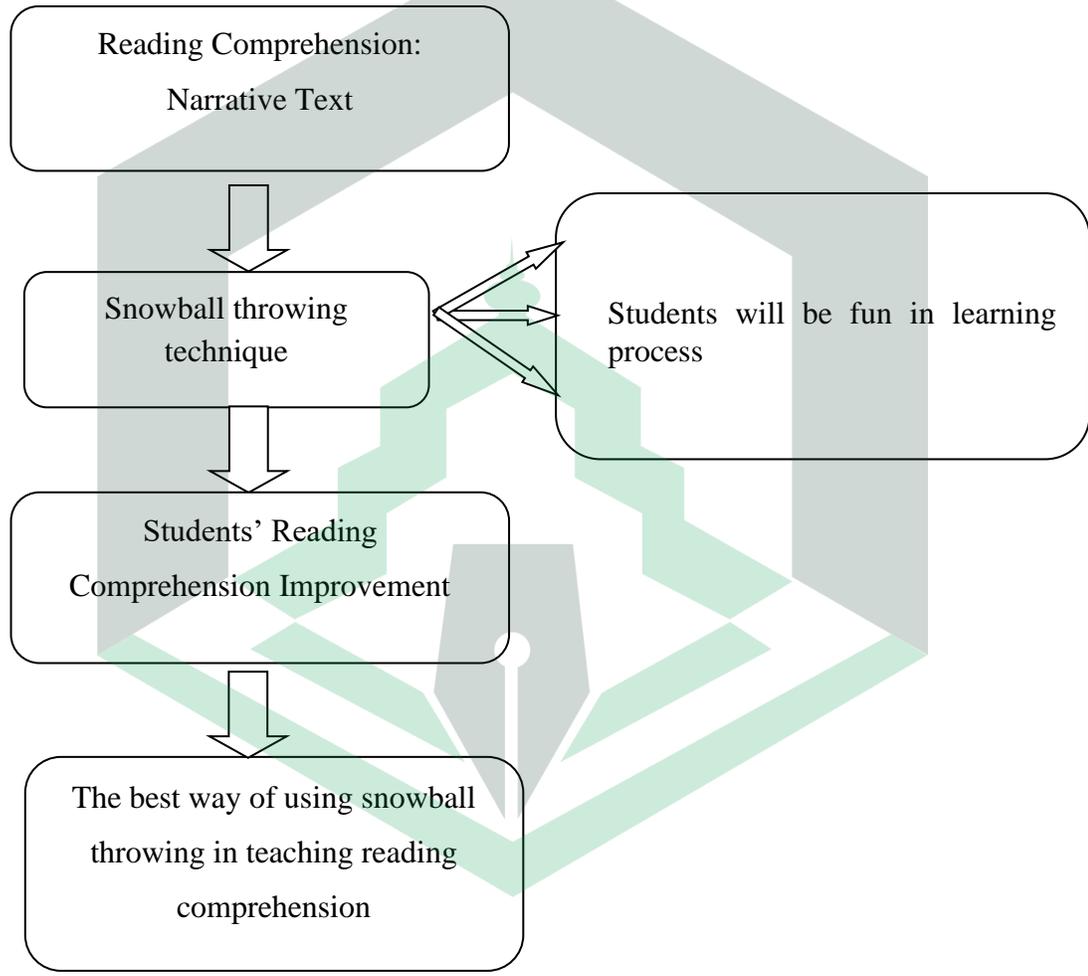
G. Conceptual Framework

The conceptual framework shows the process of the research by using snowball throwing in teaching reading In English learning process the researcher applies snowball throwing technique in teaching reading and especially narrative text as the material of reading comprehension. Using snowball throwing in teaching reading will use in action research which consists some cycle, namely cycle 1 and cycle 2 and then the researcher will make planning, action, and observation in every cycle.

Snowball throwing is a technique which uses in this research. The procedure of the implementation snowball throwing is the students divided into group and are given some narrative text based on their level of language. Each leader of group return to his group and give the material to his members of the group. Then each student is given a sheet of paperwork, and write down questions about the matter which has been described by the leader of the group then squeezing the paper become a ball shape, and thrown to one student and goes to the other students up to more or less 15 minutes. After students get a ball question then give the chance to students to answer questions. The researcher believes by doing this activity, the students in SMPN 8 Palopo improve the reading comprehend

²⁸Deansatriawan.<http://deansatriawan.wordpress.com.snowball-throwing-teaching-technique/>. Accessed on may,20th 2019

The theoretical framework in this research was shown in the diagram:



CHAPTER III

METHOD OF THE RESEARCH

A. Research Type and Design

This research applied classroom action research. It aims to find out whether the effort to improve students' reading to the second year of SMPN 8 Palopo using snowball throwing.

The research involved a class of students in the second year of SMPN 8 Palopo collaboration with the English teacher of the class. Because the researcher is a teacher so the teacher will stand as the supervisor at the learning process meanwhile the researcher will teach the students with the researcher method.

B. The Place and Time of the Research

Conducted this research at the second-year students in SMPN 8 Palopo in the academic year 2019 which of 20 students

1. Object of Research

The object of the research was the implementation of learning in improving reading; the research was conducted in from cycle namely: planning, acting, observing, and reflecting.

2. Subject of Research

This research would apply classroom action research. It aims to find out the effectiveness of using snowball throwing to improve students' reading at the second year students of SMPN 8 Palopo, in collaboration with the English teacher in charge,

Asrika achmad S.Pd. Because the researcher will be a teacher so the teacher stood as a supervisor at the learning process meanwhile the researcher taught the students with the researcher's method and media.

C. Technique and instrument of Collecting Data

1. Techniques

The collecting data techniques in this classroom action are:

- a) Test: To find out the students' score on narrative text for the text itself contains narrative text wherein the narrative text questions each contains 5 questions that will be given to each student then the student answers the questions that have been given namely (sura and baya and the lion and the mouse)
- b) Interview: To find out the level of success in implementing the use of snowball throwing in teaching reading

2. Instruments

The instruments used in collecting data in this classroom action research were:

- a) Observation List: it will be useful to observe the students' participation during the use of Snowball Throwing in teaching reading. Also, as the basic instrument in the discussion part among the teacher and collaborators as a way to make a reflection in each cycle.
- b) Questionnaire: to find out students whether this technique can be applied in using snowball techniques in reading
- c) Camera: The researcher takes students' picture in the learning process

D. Procedures of Collection Data

There the researcher gave two meetings for each cycle

Cycle I

1. Planning

- a. Analyzing the curriculum especially the basic competence after doing the need analysis of the second year of SMPN 8 Palopo.
- b. Making a lesson plan about the use of snowball throwing in teaching reading
- c. Preparing the narrative text

2. Acting

- a. The researcher introduced himself and collaborator to the students.
- b. The researcher explained the aims of the learning process.
- c. The researcher explained the definition and structure of a narrative text.
- d. The researcher gave examples of narrative text (“Sura and Baya”).
- e. The researcher divided the students into two big groups.
- f. Each student was given a sheet of paperwork and wrote down questions about the matter which has been described by the teacher and then squeezing the paper became a ball shape.
- g. After students got one ball/one question given the chance to students to answer questions in the ball paper
- h. The researcher made a conclusion

3. Observation

There were some important things that had been observed, those were:

- a. The researcher identified, and make a note about all of the problems that the teacher gets when teaching and learning process.
- b. The researcher did the evaluations which use the result of the study to know how far the students have improved.
- c. The researcher gave the students the chance to give suggestions in action research.

4. Reflection

This classroom action research was a success if some of the following requirements are fulfilled:

- a). Most of the students have good participation during acting (70%).
- b). Most of the students have a good score in evaluation (75%).

Cycle II

After doing the first cycle, there were still many weaknesses then based on the reflection, the researcher did the next cycle. The second cycle also consists of planning, acting, observation, and reflection.

1. Planning

The research and partner made a lesson planned based on the result of reflection in the first cycle, Making an evaluation concerning the correction of reflection on cycle 1, Divided the students into four groups. Grouping or combining the students based on their list of students' name, Preparing the paperwork and questions, Preparing

the narrative text, The researcher gave motivation to the students to enable students if there are students who are less active in cycle 1, Giving glossaries in every narrative reading, Repairing the weakness of direct interaction in cycle 1.

2. Acting

The researcher taught the students' reading comprehension on a narrative text by using snowball throwing based on the planning in the second cycle.

- a. The researcher divided students into four groups and grouping based on the list of students' names, and then call each group leader to give an explanation about the mater.
- b. Giving the text about "The Lion and the Mouse" to all groups.
- c. Each group leader went to their group and told their member about an explanation from the researcher,
- d. Then each student was given a sheet of paperwork, and wrote down questions about the matter which has been described by the leader of the group then squeezing the paper became a ball shape.
- e. After students got one ball/one question given the chance to students to answer a question in the ball paper,
- f. The researcher made a conclusion

3. Observation

The research team (teacher and partner) did the observation through learning by snowball throwing.

4. Reflecting

This classroom action research was a success if some of the following requirements are fulfilled:

- 1) Most of the students have good participation during the acting (70 %)
- 2) Most of the students have a good score in evaluation (75%)

E. The technique of Data Analysis

The data which were collected through observation in each cycle were analyzed descriptively by using percentage technique.

$$1. \quad \text{Score} = \frac{\text{Total correct answer}}{\text{score maximum}} \times 100$$

Classifying the students' scores based on the following classification:

- | | | | |
|--------------|---|----------|----------------------------|
| a. Very good | = | 81 – 100 | is classified as very good |
| b. Good | = | 61 – 80 | is classified as good |
| c. Fair | = | 41 – 60 | is classified as fairly |
| d. Poor | = | 21 – 40 | is classified as poor |
| e. Very Poor | = | 1- 20 | is classified as very poor |

Calculating the mean score of the students' reading test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where :

X = the mean score

$\sum x$ = the total raw score

N = the number of students²⁹

2. Activities of students during the learning process analyzed by considering the students' participation and classified into very active, active, less active, and not active classification.
3. Implementation of learning by using Snowball throwing in teaching reading could be categorized as; very good, good, fair, poor and very poor classification.
4. The result of the interview

From the interview with Ms. Asrika Achmad English teacher, the researcher get information that used this technique for reading comprehension in the classroom and interested in this technique in reading class used this technique to arouse the students' ability to read about the text. Based on his point of view, the big obstacle in teaching reading was the lack of vocabulary. To solve this problem the teacher asked the students to read regularly, make notes about the difficult words, and open the dictionary as frequently as possible. The teacher also explained that there were few constraints faced when applying the technique of snowball throwing That was too little time provided for doing those jobs for the subjects of English. Whereas, the number of students is too many (20 Students) in one class so that the condition of the class was noisy and crowded. The teacher also explained that most of the students like about this technique the learning process is interesting, fun and they feel happy on the other hand students to say that the narrative text has new words for

²⁹ Mangkuatmodjo, *Pengantar Statistik*, (cet.1, Jakarta: Rineka Cipta 2003), p. 58

students to make them confused about the meaning of words in the text and through this technique most of the students can share their knowledge and more active when they got reading material.

F. Reading Assessment³⁰

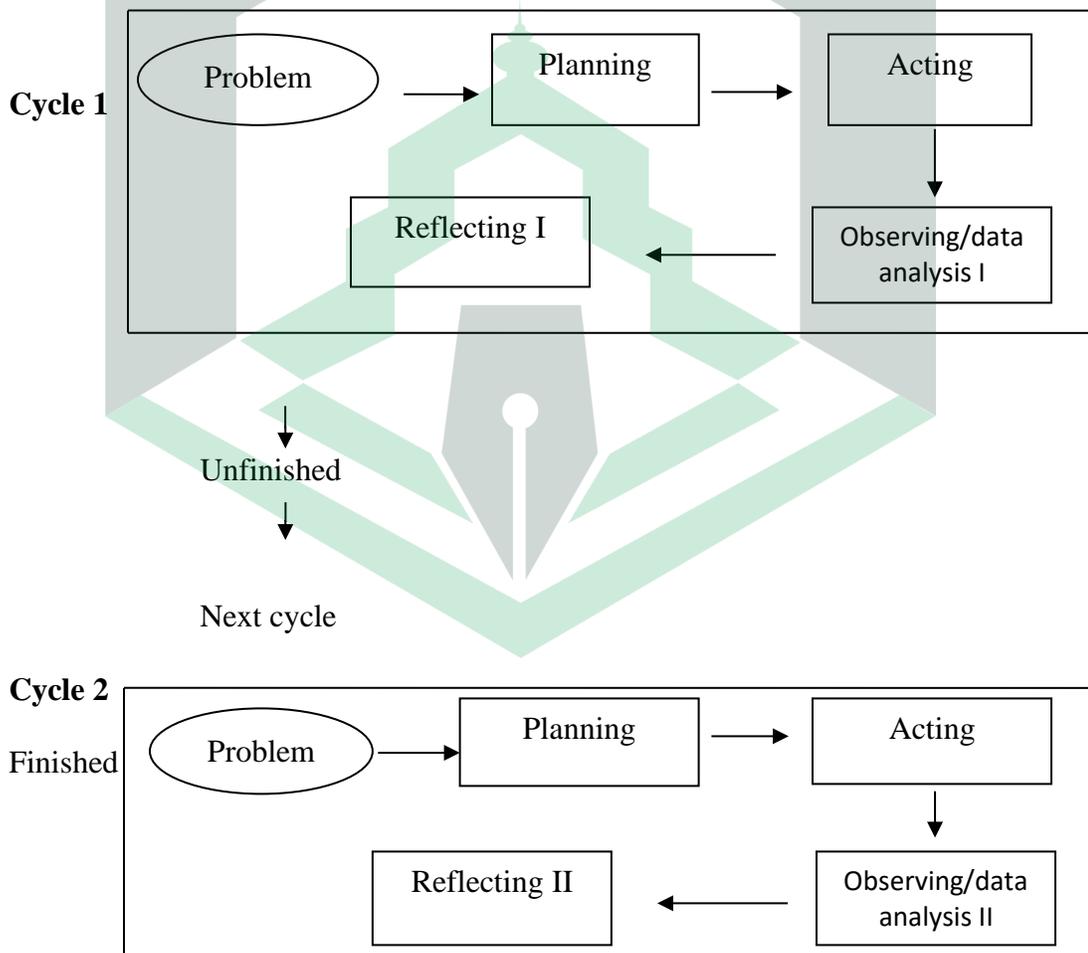
	Poor 0,5 pts	Fair 1 pts	Good 2 pts
Main Idea	Fails to identify the main idea	Identifies the main idea but cannot identify supporting details	Identifies the main idea as well as supporting details
Content	Fails to identify the content of the story	Identifies the content but cannot identifying independently the content	Can identify the content when reading
Vocabulary	Attempts to decode an unfamiliar word, but does not independently interpret the meaning	Decodes the unfamiliar word but is not always able to interpret the meaning from context	Interpret the meanings of unfamiliar words
Inference	Cannot conclude inferred message, nor identify propose	Identifies limited inferred messages, or recognizes but misinterprets the inference	Can identify when message is inferred and can conclude the accurate meaning
Expression	Cannot identify expression in the story	Identifies expression, but cannot independently	Identify the expression when reading the text

³⁰ Brown, H. Douglas, *Op. Cit.*, P. 206

CHAPTER IV
FINDINGS AND DISCUSSION

1. Findings

The findings of the research explained the cycles of the teaching and learning process of this current research. In this case, there were two cycles and two meetings for each cycle. In this case; it can be seen in general through the following chart:



Cycle I

The first cycle of this classroom action research consists of planning, acting, observing, and reflecting

1. Planning

- b. Analyzing the curriculum especially the basic competence after doing the need analysis of the second year students of SMPN 8 Palopo.
- c. Making a lesson plan about the use of snowball throwing in teaching reading on narrative text
- d. Preparing the narrative text(reading material)
- e. Divide the students into a group
- f. Preparing the instrument which is used in the cycle of classroom action research

2. Acting

The action of cycle 1 started on 23 September 2019, at the first lesson at 10:20 a.m. This action was the introduction and connection. The introduction was discussed that would be studied. In this case, first, the researcher gave Instruction to get ready either physically or psychologically by expressing greeting and introduced himself and her collaborator, then prayed together to the started lesson. Calling the roll, refresh their concentration as like check the students' attendance and motivating them to join the learning process and

In the second meeting, the researcher explained the material about narrative text and snowball throwing. After that, the student has divided the students into two big groups, and then decided the leader of each group. The researcher gave some questions for each leader of the group, after that, they returned to their group and distributed the question to every member of the group. The grouping at this cycle 1 just randomly, like as; group A they were; R003, R005,

R008, R009, R002, R013, R015, R018, R016, R020 group B they were; R001, R004, R006, R007, R010, R011, R012, R014, R017, R019. Further, the researcher explained the purpose of the learning process and also the basic competence that would be achieved. Third, the researcher delivered the scope of the learning material and gave a little bit explanation about the title of research that would be studied.

The researcher asked the students, did they have studied the narrative text through snowball throwing? Some students answered they ever learned the narrative text but they did not use the snowball throwing. Then, the researcher explained what the snowball throwing was and the steps of it in teaching and learning reading comprehension, about what must they did during the class.

After that, the researcher explained the narrative text, about social function, characteristic, generic structure, and etc. After explained the researcher gave the Narrative text to the students. The researcher gave a text about “Sura and Baya” to all students.

Each student was given sheet paperwork, and every student wrote down question based on the reading topic which described by the researcher, then they squeezing the paper become a ball shape, and then the researcher gave the command to throw the question ball from one student to another student. After the students got one ball or one question, then they had the opportunity to answer the question that is written in the ball-shaped paper, the group ‘A’ threw the ball question to the group ‘B’ Next, the students must continue to throw the paper ball to another student, when the student could not answer the question, that related to the reading topic, would be out, and the paper ball would be thrown continually until the member can answer correctly. If all of the students could not answer correctly so the researcher could give the correct answer.

Last, the teacher gave morality suggestions to the students and gave appreciated and the teacher said thanks to students participated in her research. And the last, the researcher closed the teaching-learning process by saying “Hamdalah” and prayer together.

3. Observing

During the implementation of the teaching-learning process by using snowball throwing in the first cycle, the researcher and the collaborator did observation. They found that some of the students got improvements in reading comprehension. The students said that the learning process was interesting, enjoyable and they felt happy.

on the other side, the researcher also found that some others were still under the target or the criteria. Such as; the students were not familiar with the learning by using snowball throwing the class was still noisy because the students were still busy with their activity. The narrative text had some new words for students, so that could make them confused about the meaning of the words in the text. It made the learning process was not active.

Evaluation of the student's reading comprehension showed that students' mastery of reading comprehension was mostly in low scores. Evaluation of the students' reading comprehension test showed that there were some students who got low scores and the mean score was only 56

Table 4.1

“Score of the students reading in cycle 1”

No	Respondents	Score
1	R1	60
2	R2	60
3	R3	55

4	R4	45
5	R5	70
6	R6	45
7	R7	70
8	R8	55
9	R9	60
10	R10	55
11	R11	60
12	R12	35
13	R13	75
14	R14	50
15	R15	35
16	R16	80
17	R17	55
18	R18	40
19	R19	60
20	R20	55
TOTAL SCORE		1120

Calculating the mean of the students' reading test of cycle 1

$$\begin{aligned}
 X &= \frac{\Sigma x}{N} \\
 &= \frac{1120}{20}
 \end{aligned}$$

= 56

The table explains that a higher score is 80 and the lowest score is 35. There is 1 student who got a score of 80, there is 1 student who got a score of 75, there are 2 students who got a score of 70, there are 5 students who got a score of 60, there are 5 students who got a score of 55, there is 1 student who got a score of 50, there are 2 students who got score 45, there is 1 student who got a score of 40, and there are 2 students who got a score of 35.

Table 4.2

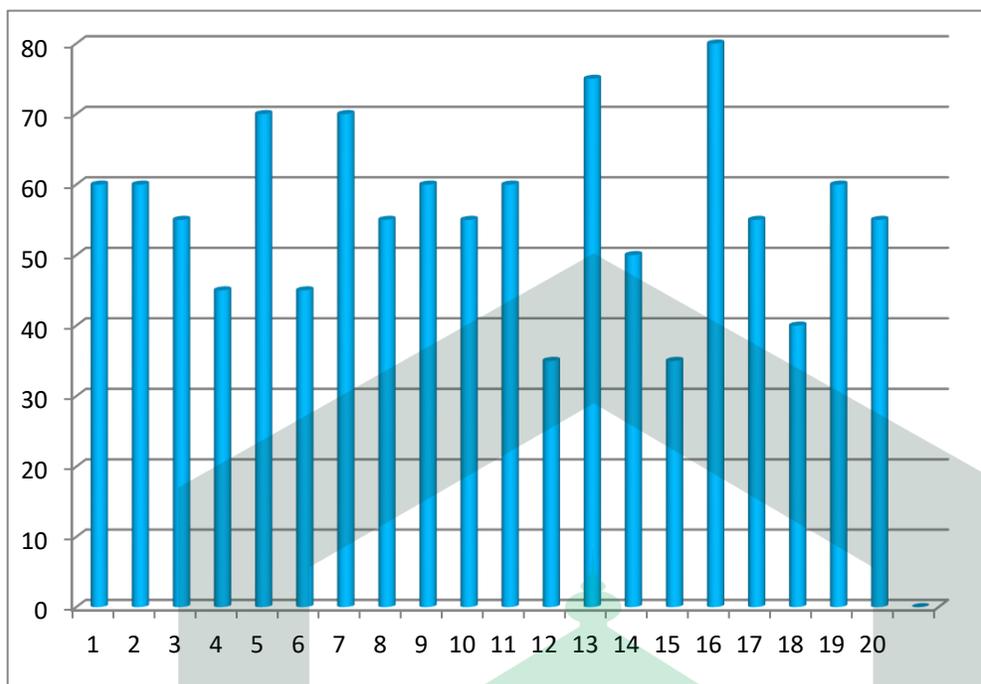
The rate percentage of students' in cycle 1

Classification	Score	Frequency	Percentage
Very good	81-100	-	-
Good	61-80	4	20%
Fair	41-60	11	55%
Poor	21-40	5	25%
Very poor	1-20	-	-

The table above shows the students' score in the test of cycle 1, there was none student got 'very good', 4 (20%) students got 'good', 11 (55%) students got 'fair', 5 (25%) students got 'poor' and none student got 'very poor' classification

Table 4.3

Diagram Result of the Test in Cycle 1



After that, the researcher did observations about the activities of students in the class. The researcher did it with the observer, and she got some data about the activities of students in the learning process. Based on the result of observation she got some data, such as 2 students were not active, 6 students were less active, 9 students were active, and 3 students were very active. It can be seen in the table below.

Table 4.4

The observation of the students' activity in cycle 1

No	Respondents	Not Active	Less Active	Active	Very Active
1	R1				
2	R2				

3	R3				
4	R4				
5	R5				
6	R6				
7	R7				
8	R8				
9	R9				
10	R10				
11	R11				
12	R12				
13	R13				
14	R14				
15	R15				
16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
Total		2	6	9	3

Where:

1. **Very active:** the students are responsive and participated fully in all activities in the learning and teaching process.

2. **Active:** the students' response to the material and interacting with others, whether to the teacher or his/her friends.
3. **less active:** the students pay attention and give responses once in a while.
4. **Not active:** the students do not give a response to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond the material, etc.

Table 4.5

The percentage of students' active participation in cycle 1

Classification	Frequency	Percentage (%)
Not Active	2	10%
Less Active	6	30%
Active	9	45%
Very Active	3	15%

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

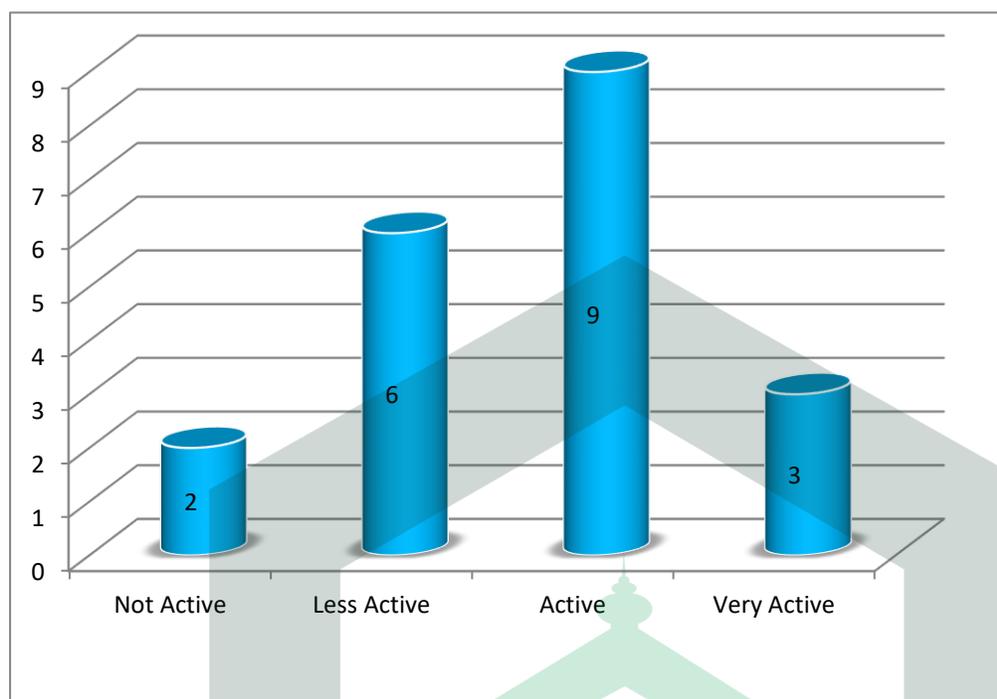
F: Frequency

N: Total of students. ³¹

³¹ Sudjana, "Techniquestatiska", (Bandung :Tarsito Bandung, 1992), p.73

Table 4.6

Diagram the Students' Participation



Based on the research data in cycle 2 which is shown by the description above that included 20 students, there were 2 students were not active in reading class when the learning process was running, and percentage reached (10%). The less active students were 6, and percentage reached (30%). The active students were 9, and percentage reached (45%), very active students were 3, and percentage reached (15%). This section was not a success, because there was still a weakness that the researcher and collaborator found.

4. Reflecting

In this stage, the researcher got a significant weakness in teaching reading in implementing or using snowball throwing in cycle I, and it needed to repair then continued to cycle 2. The class was still noisy because the students were still busy with their activity and they were bothering each other. Most of the students were still confused about narrative text through Snowball

Throwing. They were still confused with the rules of this activity even though the researcher had explained. The narrative text had some new words for students, so that could make them confused about the meaning of the words in the text. It made the learning process was not active.

Based on the weaknesses above, it proved that this cycle 1 failed or far from the target. So, it would continue in the cycle 2. For solving the problem or weakness in cycle 1, the researcher was planned in cycle 2 as follows:

- a. The researcher glossaries in the narrative text to support the student in reading comprehension of the narrative text. It would make the learning process more effective and the students more focus in reading narrative text.
- b. The researcher gave more motivation and game before beginning the learning process.
- c. Setting the classroom into four groups to create the learning process better.
- d. The researcher gave more explanation about the material.

Cycle II

After doing observation and reflecting in the first cycle, there was still a weakness in the first cycle. Then, there are two meetings in this cycle in order to decrease the weaknesses and to create success in the second cycle, therefore, in the second cycle was done. Based on the preparation as follow:

1. Planning

The planning in the second cycle as follows:

- a. The researcher made a lesson plan about the use of snowball throwing in teaching reading comprehension on the narrative text.

- b. Before starting the learning process, the researcher encouraged the students by giving motivation and positive suggestions to the students in order to be more active in the learning process.
- c. Giving game before beginning the learning process.
- d. The researcher gave more explanation about the material.
- e. The researcher gave glossaries in the narrative text to support the students in reading comprehension of the narrative text.
- f. Setting the classroom into four groups to create the learning process better.

2. Acting

The second cycle continued on 12 October 2019, at 10:45 a.m. At the beginning of the first meeting was like a previous meeting. The researcher opened the class by greeting the students like saying hi or hello and asked their condition by saying how are you? And then prayed together to the started lesson. After that the researcher gave the game before started the material, then the researcher reviewed the material that had been given before. Next, the researcher gave more explanation in understanding narrative text well and easily and gave more guidance to them on how to understand it well and easily.

In the second meeting, the researcher explained the material about narrative text and snowball throwing After that the researcher divided the students into four groups. Each group consisted of five students. The researcher was grouping or combining the students base on the list of students' names. Group 1, that was; R.001, R.002, R003, R004, R.005, group 2, they were: R.006, R.007, R.008, R.009, R.010, group 3, they were: R.011, R.012, R.013, R.014, R.015, and last group, they were R.016, R.017, R.018, R.019, R. 020.

After that, called each group leader came forward to give an explanation about the matter. And then the researcher gave some questions to each group leader returned to their group and told the member about the explanation from the teacher. The researcher gave a text about “The lion and the Mouse” to all groups. Each student was given a sheet of paperwork, and every student wrote down question about the reading topic which described by the researcher, then they squeezing the paper become a ball shape, and then the researcher gave command to throw the question ball from one student to another student group. At the cycle two the group 1 threw to group 2, group 2 threw to group 3, group 3 threw to group 4, and group 4 threw to group 1. This showed until three times for +/- 15 minutes.

After the students got one ball or one question, then they had opportunity to answer questions related to the topic that are written in the ball shaped paper taking turns. Next, the students must continue to throw the paper ball to other group, when the member in each could not answer the question that related to the reading topic would be out, and the paper ball would be thrown continually until the member can answer correctly. If all of the students could not answer correctly so the researcher could give the correct answer.

In the last conclusion about the learning material that had been studied. Then the researcher asked again the difficulties that the students got during teaching and learning process. The researcher asked the students to memorize some vocabularies in the next meeting. After that the teacher gave some positive suggestion to the students again such as encouraging, motivating, and giving them spirit more and more before ending meeting.

3. Observing

The condition of the class in the second cycle was different with the first cycle. In this case, most of students got better and became more be exiting. The students looked enjoyed in learning

narrative text through snowball throwing. They were more active in the class during learning process in groups although some of students still crowded. The grouping of the students was just based on list of students' name and they were in the same level, so that they just were bothering each other. The narrative text had some new words for students, so that could make them confused about the meaning of the words on the text. The narrative reading only was given one for each group. It made the learning process was less active.

Although they still could be focused in learning process when they practiced within their group, its proof the scores of the students was increased. The students' participation in learning narrative text through snowball throwing was more wonderful and better, because most of the students had practiced in asking, answer, responding some question that researcher given and the text had some glossaries.

The evaluation on students' understanding in learning narrative text through snowball throwing showed that in this cycle. The students got better score than in the first cycle. The result score of students' presented was increased than in the first cycle because the students more be active, more be accuracy and fluency in presented their answer. Therefore almost of them Followed the learning process enthusiastically so that the class seemed more active than before. Evaluation the students reading comprehension showed that students master in reading were high scores. The mean score was 82,75

Table 4.7

“Score of the students' reading in cycle 2”

No.	Respondents	Score
1.	R1	90
2.	R2	90

3.	R3	95
4.	R4	80
5.	R5	80
6.	R6	80
7.	R7	90
8.	R8	80
9.	R9	90
10.	R10	80
11.	R11	75
12.	R12	75
13.	R13	95
14.	R14	80
15.	R15	80
16.	R16	90
17.	R17	75
18.	R18	75
19.	R19	80
20.	R20	75
TOTAL SCORE		1655

Calculating the mean score of the students' reading test of cycle

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

$$= \frac{1655}{20}$$

$$= 82,75$$

The table explain that higher score is 95 and the lowest is score is 75. There is 2 students who got score of 95, there are 5 students who got score of 90, there are 8 student who got score 80, there are 5 students who got score of 75.

Table 4.8

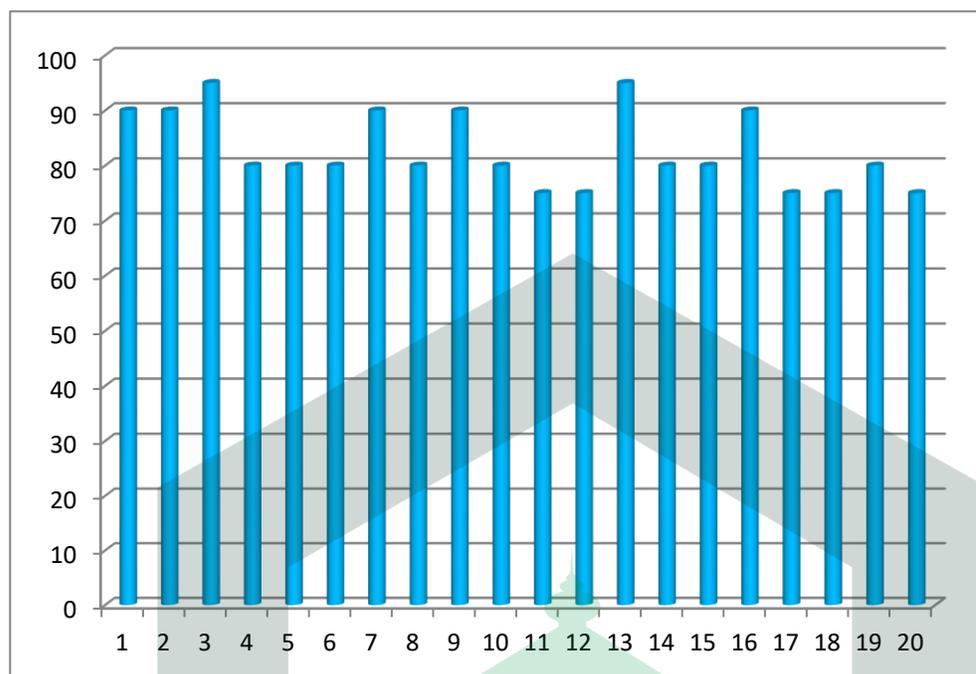
The rate percentage of students' score in cycle 2

Classification	Score	Frequency	Percentage
Very Good	81-100	7	35 %
Good	61 – 80	13	65 %
Fair	41 – 60	-	-
Poor	21-40	-	-
Very Poor	1-20	-	-

The table above shows that the students' score in the test of cycle 2, there was student got 'very good', 7 (35%) students got 'good', 13 (65%) none students got 'fair', got 'poor' and none student got 'very poor' classification.

Table 4.9

Diagram Result of the Test in Cycle 2



After that the researcher did observation about activities of students in the class. The researcher did it with observer, and she got some data about activities of students in learning process. Based on the result of observation she got some data, such as 5 students were less active none student was not active.

Table 4.10

The observation of the students' activity in cycle 2

No	Respondents	Not Active	Less Active	Active	Very Active
1	R1				
2	R2				
3	R3				
4	R4				

5	R5				
6	R6				
7	R7				
8	R8				
9	R9				
10	R10				
11	R11				
12	R12				
13	R13				
14	R14				
15	R15				
16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
Total			5	7	8

Where:

1. Very active: the students are responsive and participated fully in all activities in the learning and teaching process.
2. Active: the students' response the material and interacting with others, whether to the teacher or his/ her friends.

3. Less active: the students pay attention and gives responses once in a while.
4. Not active: the students do not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.

Table 4.11

Diagram the Students' Participation in cycle 2

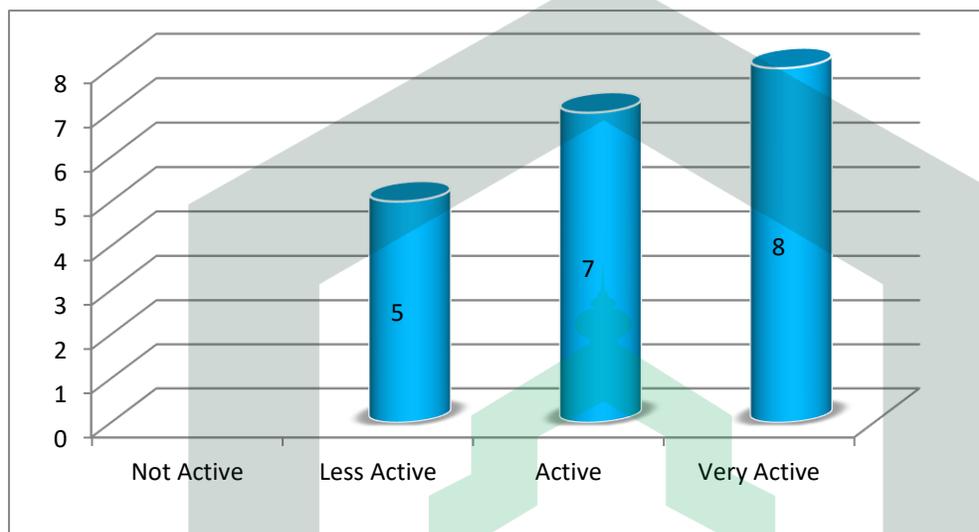


Table 4.12

The percentage of students' active participation in cycle 2

Classification	Frequency	Percentage
Very Active	8	40%
Active	7	35%
Less active	5	25%
Not active	-	-

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: Total of students.³²

Based on the data in cycle 2 shown by the description above that included 20 students, there were 5 when learning process was running, and percentage reached 25%. The active students were 7, and percentage reached 35%. The very active students were 8, and percentage reached 40%.

4. Reflection

Some successful point in the cycle 2, as follows:

- a. Most of the students were more active during learning process and they were very enthusiasm read the text. It happened because all of students took one narrative text and made the learning process more effective and the students more focus in reading narrative text.
- b. Most of students were easier to comprehend the narrative text. It happened because in each narrative text there were glossaries and memorizing some vocabularies, so that it could support the students in comprehension the narrative text
- c. Most of the students active even very active in reading text when the learning process was running, 7 students were active and 8 were very active, they were active in learning process such as, they are responsive and participated fully in all activities in the learning and teaching process, and active in answer the questions, less active since they did not gave the comment or respond about the material.

³² *Ibid.* p.73

- d. The grouping of the students was based on students' level it would make them more active and focus in learning. They were not bothering each other so atmosphere of the class was conducive.
- e. The applying of snowball throwing is more interesting to students in improving reading comprehension
- f. Giving more chance to the students who got good score to share their knowledge in teaching and learning process. It could give some chance to students to be more confidence in teaching and learning process.
- g. The ideal mean score have achieved, in the first cycle was 56, and then in the second cycle was become 82,75

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section described about the effectiveness of snowball throwing method in teaching reading especially on narrative text at

The Second year students of SMPN 8 Palopo. The students' score at the Second year students of SMPN 8 Palopo was not effective in the first cycle then in the second cycle was effective. It could be identified from the result cycle 1 and 2 in learning process by using snowball throwing.

To know the effectiveness of snowball throwing method on teaching reading on narrative text on this case, the researcher discusses the result of data analysis in accordance with the scope of the research. The discussion is intended to know the effectiveness of snowball throwing method in teaching reading on narrative text at the Second year students of SMPN 8 Palopo.

1. The first cycle

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 56. The criteria of success in this research with the students' average score was 75. It shown that cycle I still far from the goal. Only 3 students very active in learning process, they were responsive and participated fully in all of activities in learning process. Only 9 students active in teaching process, they were responses the material and interacting to the teacher or his friends. There were 6 students less active and 2 students not active, because they were just once, a while gave responses about the material even did not give respond. It means that the students' active in class only 45% and 10% did not active.

From data and observation, the researcher found that there were 3 students very active and 9 active during learning process, it caused they like the way the researcher taught them by using snowball throwing which they could enjoy and have fun with their friends, and also they felt happy so that they easier to receive and understand the lesson.

Besides, the researcher also found the problems of the class, why students not active and less active because the students were not familiar with the learning by using snowball throwing, they didn't have a braveness to be active during the learning process, the class was still noisy because the students were still busy with their activity. The narrative text had some new words for students, so that it made them confused about the meaning of the words on narrative text. Besides that, the students have less vocabulary. It made the students condition in reading narrative text less active.

Evaluation the students reading comprehension showed that students mastery on reading comprehension were mostly in low scores. The mean score was only 56 and this still far from the goal. The rate percentage of students' score in reading test of cycle 1, there was

none student got 'very good', 4 (20%) students got 'good', 11(55%) students got 'fair', 5 (25%) students got 'poor', and none student got 'very poor' classification. In addition, the researcher realized that there were some weaknesses in teaching, like the position of her when teaching or explanation the material the researcher just sit down in the chair, when she was explaining the material her unclear and weak.

It means that in cycle 1 the researcher was not success in teaching reading comprehension on narrative text by Snowball Throwing method. Before the researcher continued to the next cycle, she planned to repair some of aspects that make the goal can be not achieved, like the weakness in teaching. So that the researcher have to continued to cycle 2.

2. Second cycle

In the second cycle revised from the first cycle, did new plan in order to solve the problems in cycle 1. The researcher repaired the weakness in implementation. Snowball Throwing in teaching reading comprehension in cycle 1. She planned some solutions for the next cycle to solve the problems such as before starting learning process, the researcher encouraged the students by giving motivation, giving game before beginning learning process, giving more explanation about the material, giving glossaries in narrative text to support the students in reading comprehension the narrative text, and setting the classroom into groups to create learning process better.

By doing the procedures above, the researcher found that students' participation was good they did not look bored. The students looked enjoyed in learning narrative text through snowball throwing. There was development from the students on reading narrative text and he teaching material seemed more interesting for the students in cycle 2. The students' participation in

learning narrative text through snowball throwing was more wonderful and better, because most of the students had practiced in asking, answer, responding some questions that researcher given and the text had some glossaries.

Meanwhile the percentage students' participation in the cycle 2 was still varieties too. Which there were 5 students were less active in reading class when learning, process was running, and percentage reached 5 (25%). The active students were 7, and percentage reached (35%). very active students were 8, and percentage reached (40%). Referred to the result of data analysis, the researcher found that the students' active participation was better than the result in the cycle 1. The researcher found in the cycle 2 had been improved as the accumulation from the percentage of very active was 40% and active was 35% and less active reached 25%

However, The average score that students got in the first cycle had not reached the criteria of success in working indicator. The problem in the first cycle motivated the teacher to students more intense and did new plan such as rearrange the students position in the group, giving more explanation about material, giving the narrative reading to all students, encouraging the students for memorizing vocabulary. Besides, by giving more chance to the students to got good score to share their knowledge in teaching and learning process.

The researcher encouraged the students by giving motivation, gave game before beginning learning process, gave more explanation about the material, gave the narrative reading to all students. The grouping of the students was based on students' level randomly; it would make them more active and focus in learning, encouraging the students for memorizing vocabulary, giving more chance to the students who got good score to share their knowledge in teaching and learning process. It could give some chance to students to be more confidence in teaching and

learning process. The researcher gave reward to the winner. It was stimulated their interest in leaning.

By doing the procedures above, the researcher found that students' participation was very good they did not look bored. The teaching material seemed interesting for the students. There was development from the students on reading narrative text in cycle 2, and the condition of the class can controlled. The students easier comprehend the text and more active in leaning process. They were enthusiasm in learning process.

Meanwhile the percentage students' participation in the cycle 2, there was none student not active, there were 5 students were less active in reading class when learning process was running, and percentage reached 25%. The active students were 7, and percentage reached 35%. The very active students were 8, and percentage reached 40%. Referred to the result of data analysis, the researcher found that the students active participation was better than the result in the cycle 1. The researcher Also found that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of very active and active.

The mean score of the students' test in the cycle 1 was 56, after continued to cycle the mean score of the students' test had improved was 82,75, The rate percentage of students' score in reading test of cycle 2. It means that there were significant changes score from cycle 1, till cycle 2. In cycle 2 the students easier comprehend the text and more active in teaching learning process. In addition the goal of research can be achieved. The teacher gave more motivate to study. Based on the observation activities this cycle during learning process by snowball throwing was very effective because most of students interest in learning process. They more be enjoyable and more spirit in their activity especially in their group. The class condition was more conducive. The students were friendly with their friends.

Based on the result above, the teacher finished the dominate learning process, they had level of achievement and the researcher have known that teaching reading by using snowball throwing method was appropriate in teaching reading comprehension, especially for reading narrative text. Concluded that using snowball throwing model is effective in teaching reading comprehension the research findings that the significant improvement of students' reading comprehension. Through snowball throwing, the students showed great interest to be actively in teaching learning process. In the classroom, they were eager to join all activities. Through snowball throwing, the students did not only can learn the material but also could learn more cooperative to other students.

By considering the condition in cycle 1, and cycle 2 this research proposed some procedures in using snowball throwing method in teaching reading, as follows:

- a. Encouraging the students by giving motivation.
- b. Giving game before beginning learning process, giving more explanation about the material.
- c. Giving glossaries in narrative text to support the students in reading comprehension the narrative text.
- d. Giving the narrative reading to all students.
- e. The grouping of the students was based on students' level randomly; it would make them more active and focus in learning.
- f. Encouraging the students for memorizing vocabulary.
- g. Giving chance to the students who got good score to share their knowledge in teaching and learning process. It could give some chance to students to be more confidence in teaching and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the data analysis and the findings in the previous chapter.

A. Conclusions

After finishing the research, the researcher concludes that the snowball throwing in teaching reading to the second-year students of SMPN 8 Palopo snowball throwing could be conducted in cycle 2, as follows:

- a. Forming the students into a small group that consisted of 5 students, the grouping of the students was based on students' level randomly, it made them more active and focus in learning
- b. Giving narrative text to all students .it would make the learning process more effective and the students more focus in reading narrative text.
- c. Giving glossaries in each text.it helped the students easier to comprehend the narrative text
- d. Giving reward/gift for appreciating the winner
- e. Giving more motivation to the students that working to gather is easier to comprehend the reading text
- f. Reading comprehension of the students can be seen from the result of the mean score has increased from cycle 1 (56), to cycle 2 (82,75). So, Teaching reading by using snowball throwing can be implemented in reading material, especially narrative text progressing during learning activity through snowball throwing was good. The students said that they felt happy and have fun because learning by using snowball throwing was

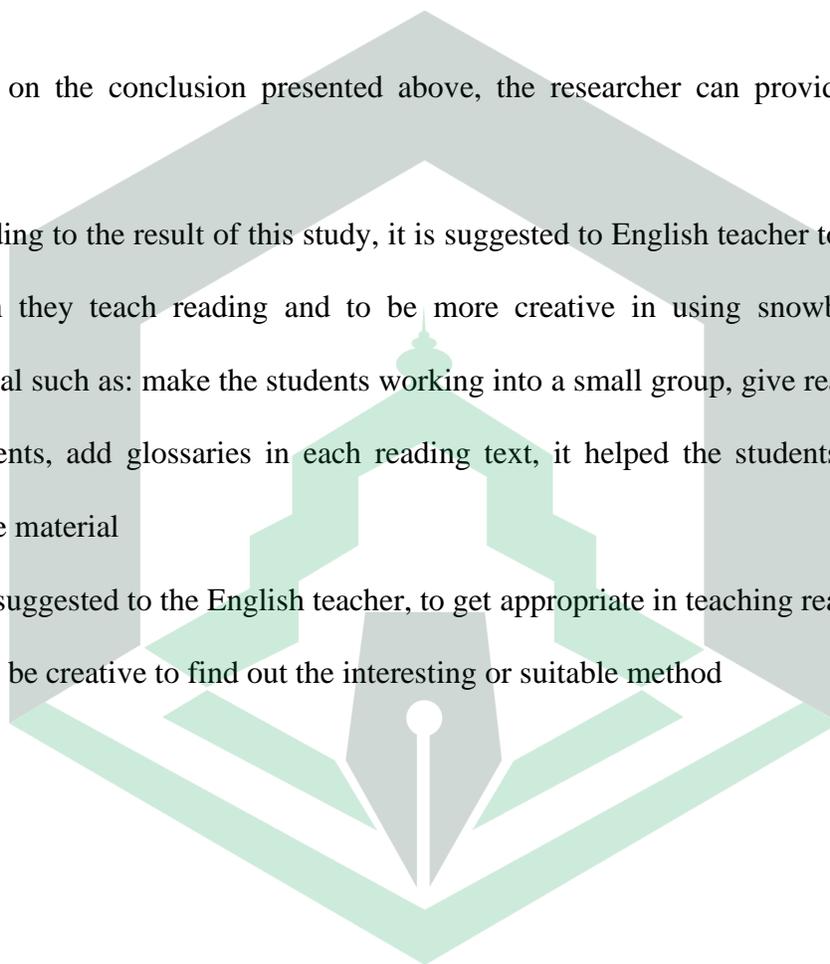
interesting for them. which distinguishes these steps from the theory of origin related to snowball with the results of previous research that is to provide a glossary at each meeting to help students understand text reading and give rewards/gifts, giving more motivation to students that distinguish the steps from the original theory related to the results of research beforehand

B. suggestions

Based on the conclusion presented above, the researcher can provide the following suggestions:

According to the result of this study, it is suggested to English teacher to apply snowball throwing when they teach reading and to be more creative in using snowball throwing in teaching material such as: make the students working into a small group, give reading material to all of the students, add glossaries in each reading text, it helped the students more easily to comprehend the material

It is also suggested to the English teacher, to get appropriate in teaching reading English teachers should be creative to find out the interesting or suitable method



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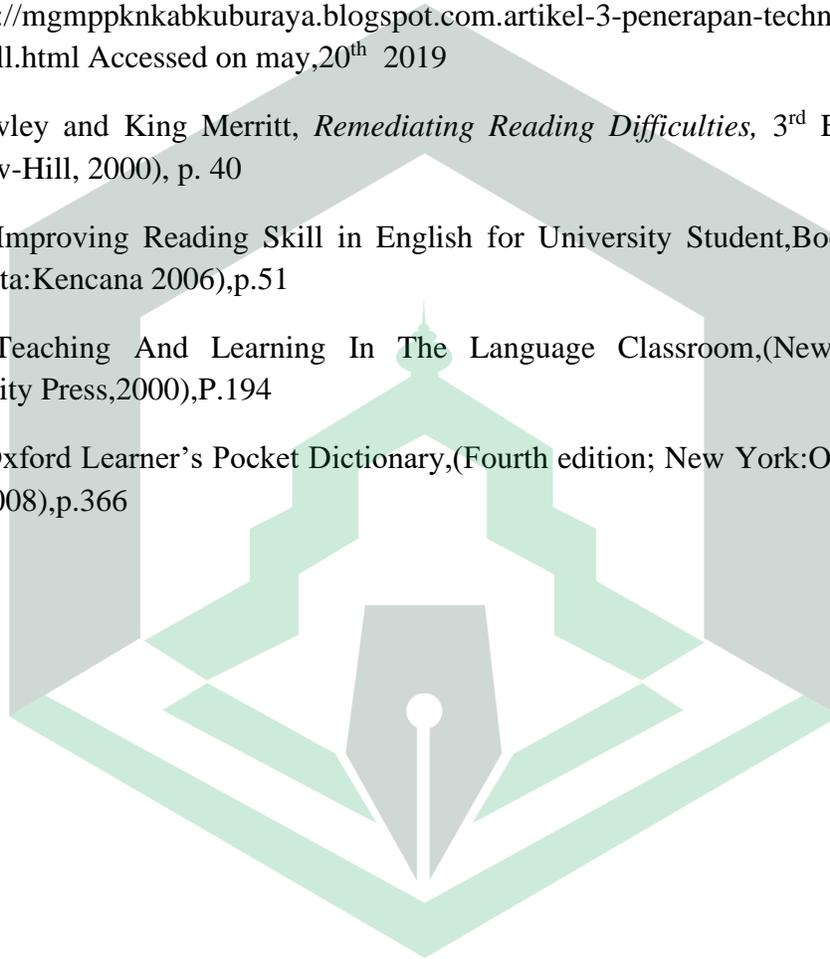
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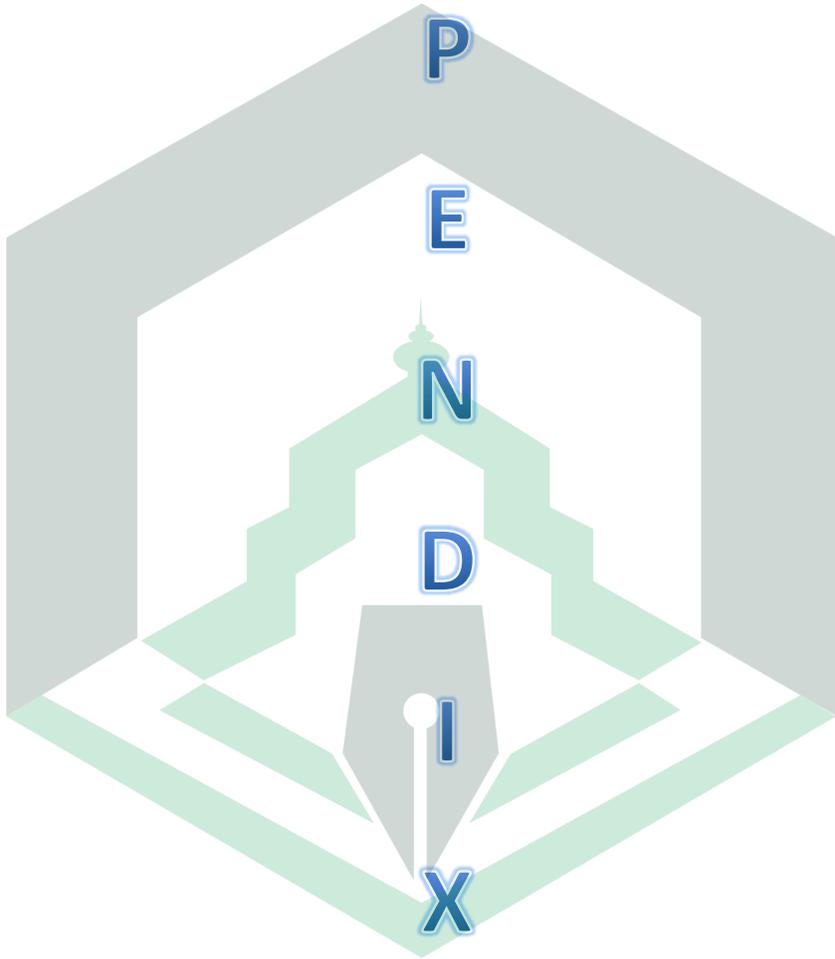
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LESSON PLAN CYCLE 1

School : SMPN 8 Palopo
Grade : VIII
Subject : English
Time Allocation : 2 x 45 Minutes

LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to identify the structure of narrative text
2. The students will be able to identify meanings and information in narrative text
3. The students will be able to answer the question about narrative text with used snowball throwing method.

MATERIAL AND MEDIA

Narrative text, and reading text

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting Lead In	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students' condition ➤ Telling the rules of snowball throwing method to the students. ➤ Divide the students into two groups 	±5-10 Min
Presentation	Language /Skill	<ul style="list-style-type: none"> ➤ The researcher explains about what the snowball throwing was and the steps of it in teaching and learning reading comprehension, about what must they did during in the class ➤ The researcher explain narrative text, about social function, characteristic, generic structure, and etc. after explained the researcher gave the narrative text to the students ,the researcher gave text about story of Sura and Baya'' to all students ➤ Each student is given a sheet of paper work, and every students wrote down question about the reading topic which described by the researcher then they squeezing the paper 	±40-60 Min

		<p>become a ball shape ,and then the researcher gave command to throw the question ball from one student to another student group</p> <ul style="list-style-type: none"> ➤ After the students get one ball or one question, then they had opportunity to answer question related to the topic that are written in the ball shaped paper taking turns ➤ Next, the students must continue to throw the paper ball to other students, when the students could not answer the question that related to the reading topic would be out ,and the paper ball would be thrown continually until the member can answer correctly ,if all of the students could not answer correctly so the researcher could give the correct answer ➤ The teacher makes a conclusion 	
Control Practice	Control Practice	<ul style="list-style-type: none"> ➤ Explaining the corrections of the students' of achievement reading comprehension 	±10-15 Min
Closing		<ul style="list-style-type: none"> ➤ The teacher asks the students problem during the process of learning ➤ Closing the class and praying 	±5 Min

Palopo,23 September 2019

Mengetahui
Guru Bidang Studi

Mahasiswa

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NIP.198403072010012039

Wahidin
NIM.16.0202.0062

**APPENDIX
OBSERVATION LIST**

Nama Peneliti : Wahidin
Materi : Narrative Text
Siklus 1

No	Hal-Hal Yang Menjadi Pengamatan	Keterangan
1.	Pengajaran Menggunakan Snowball Throwing Pada Narrative Text	
2.	Sikap Siswa Ketika Berlangsungnya Pengajaran Menggunakan Technique Snowball Throwing	
3	Tingkat Penguasaan Siswa Saat Menggunakan Technique Snowball Throwing Dalam Memahami Bacaan	
4.	Respon Siswa Terhadap Peneliti	

NOTE: Pada Kolom Keterangan, Kolaborator Memberikan Penjelasan Atau Gambaran Singkat Terhadap Pengamatan Yang Dilakukan Selama Penelitian Berlangsung

LESSON PLAN CYCLE 2

School : SMPN 8 Palopo

Grade : VIII

Subject : English

Time Allocation : 2 x 45 minutes

LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to identify the structure of narrative text
2. The students will be able to identify meanings and information in narrative text
3. The students will be able to answer the questions about narrative text with used snowball throwing method

MATERIAL AND MEDIA:

Narrative text and reading text

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm up	Greeting Lead in	<ul style="list-style-type: none"> ➤ Greeting and praying ➤ Asking the students condition ➤ Giving motivation and game to the students before giving the material ➤ Telling the rules of snowball throwing method to the students 	±5-10 min
Presentation	Language/skill	<ul style="list-style-type: none"> ➤ The teacher makes the students into small group consist of 5 in each group and calls the leader of group by their list of name ➤ Teacher gives the material to the leader of the group ➤ Each of the leaders return to his group and give the material to his members of the group ➤ The teacher gives reading text to all of groups and glossaries in every text ➤ Then each students is given a sheet of paper work, and write down the question about the matter which has been described by the leader of the group, then squeezing the paper become a ball shape, and thrown to one student and goes to the other student up to more or less 15 minutes ➤ After students get one ball / one 	±40-60 min

		<p>question given the chance to students to answer questions that are written in the ball paper.</p> <ul style="list-style-type: none"> ➤ The teacher makes conclusion ➤ The teacher give some vocabularies to the students to memorize in the next meeting 	
Control practice	Control practice	<ul style="list-style-type: none"> ➤ Explaining the correction of the students achievement reading comprehension 	±10-15 min
Closing		<ul style="list-style-type: none"> ➤ The teacher asks the students problem during the process of learning ➤ Closing the class and praying 	±5 min

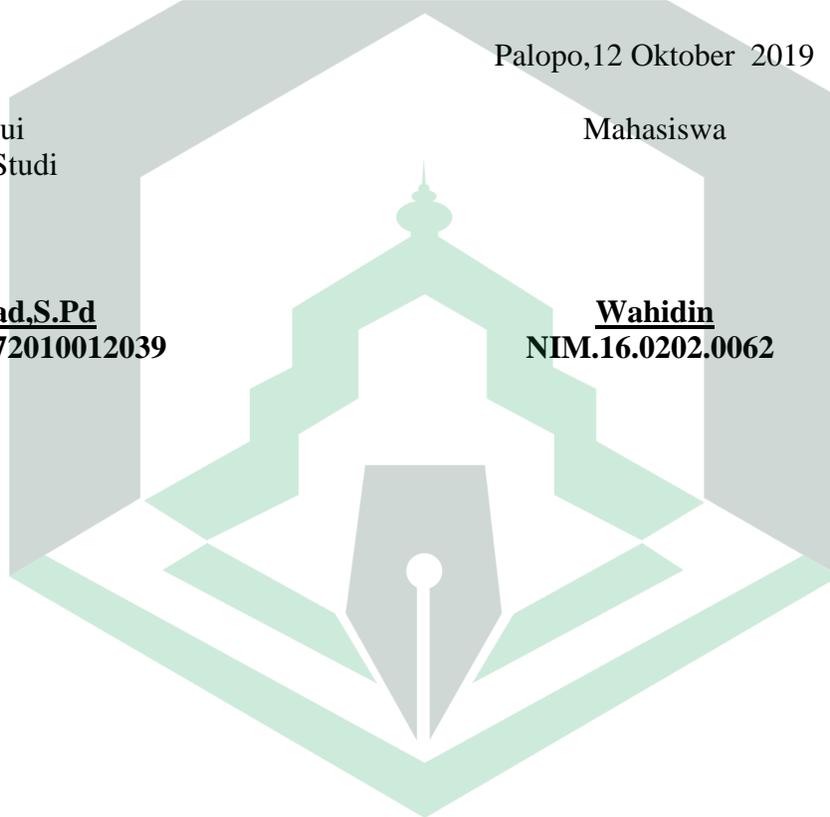
Palopo, 12 Oktober 2019

Mengetahui
Guru Bidang Studi

Mahasiswa

Asrika achmad, S.Pd
NIP.198403072010012039

Wahidin
NIM.16.0202.0062



**APPENDIX
OBSERVATION LIST**

Nama Peneliti : Wahidin
Materi : Narrative Text
Siklus 2

No	Hal-Hal Yang Menjadi Pengamatan	Keterangan
1.	Pengajaran Menggunakan Snowball Throwing Pada Narrative Text	
2.	Sikap Siswa Ketika Berlangsungnya Pengajaran Menggunakan Technique Snowball Throwing	
3	Tingkat Penguasaan Siswa Saat Menggunakan Technique Snowball Throwing Dalam Memahami Bacaan	
4.	Respon Siswa Terhadap Peneliti	

NOTE: Pada Kolom Keterangan, Kolaborator Memberikan Penjelasan Atau Gambaran Singkat Terhadap Pengamatan Yang Dilakukan Selama Penelitian Berlangsung

“Sura and Baya”

Test Cycle 1



A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Questions to answer:

1. What is the title of a narrative text above?
2. How many characters in the story?
3. What is seen Baya?
4. Why are they fighting?

5. What lessons can we learn in the story?

ANSWER KEY

1. Sura and baya
2. There are two
3. A goat
4. They fight because of a goat
5. Do not break a promise that has been agreed upon

Assesment

Technique : students answer essay questions

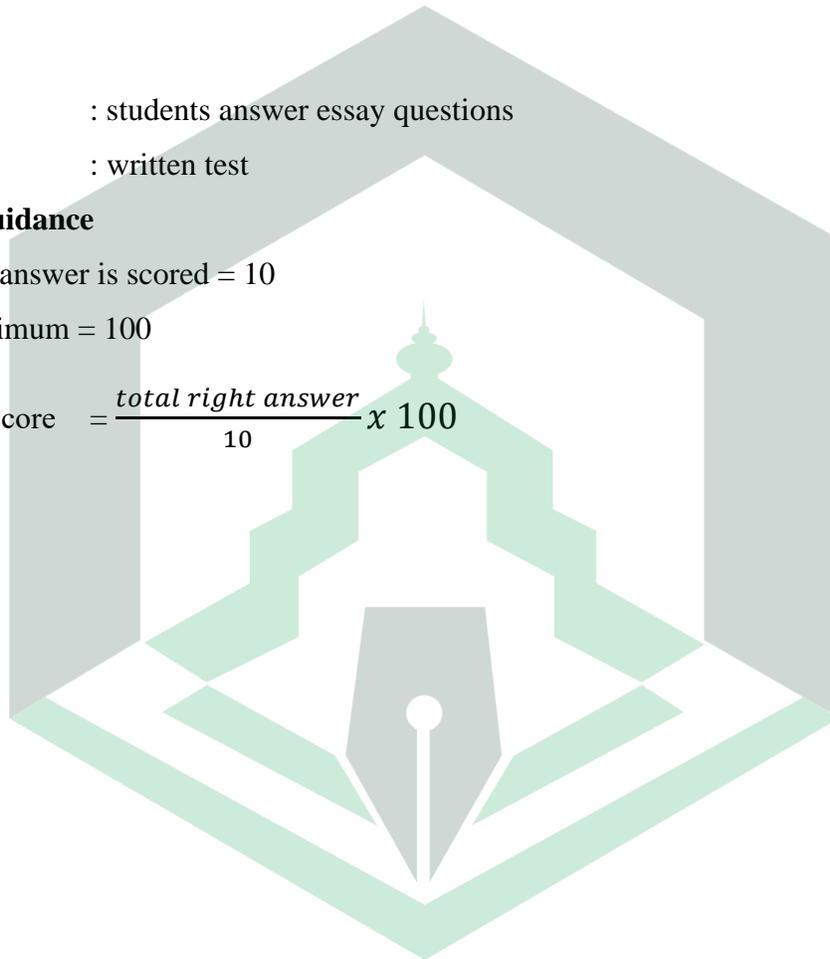
Form : written test

Scoring guidance

Each right answer is scored = 10

Score maximum = 100

$$\text{Students' score} = \frac{\text{total right answer}}{10} \times 100$$



Questionnaire

➤ Petunjuk Pengisian

- Bacalah Setiap Pernyataan Berikut Dengan Seksama
- Berilah Tanda Ceklis(√) Pada Setiap Pilihan.
- SS(Sangat Setuju),S(Setuju),N(Normal),TS(Tidak Setuju)
STS(Sangat Tidak Setuju)

➤ Identitas Responden

Nama :

Nis :

Kelas :

No	Pernyataan	SS	S	N	TS	STS
1	Belajar reading sangat menarik dan mudah di pahami setelah menggunakan technique snowball throwing					
2	Bahan ajar yang di pakai peneliti dalam mengajar sangat bagus dalam meningkatkan keterampilan membaca dan minat baca siswa					
3	Belajar reading dengan menggunakan snowball throwing santai dan menyenangkan					
4	Sebaiknya snowball throwing digunakan guru dalam mengajar reading					
5	Setelah mengikuti pelajaran reading menggunakan snowball throwing minat baca siswa meningkat					
6	Siswa lebih tertarik belajar reading menggunakan snowball throwing dari pada bahan ajar yang lain					
7	Belajar dengan menggunakan snowball throwing siswa aktif di dalam kelas					
8	Bahan ajar yang di berikan oleh guru dengan menggunakan snowball throwing lebih muda di mengerti dari pada belajar biasa					
9	Dengan belajar menggunakan snowball throwing siswa dapat melatih bacaan dan menambah pengetahuan baru dari teks bacaan					
10	Motivasi saya belajar reading lebih meningkat setelah belajar menggunakan snowball throwing dalam belajar					

The Result of Observation Students' Learning activities in cycle I

No	Respondents	Not Active	Less Active	Active	Very Active
1	R1				
2	R2				
3	R3				
4	R4				
5	R5				
6	R6				
7	R7				
8	R8				
9	R9				
10	R10				
11	R11				
12	R12				
13	R13				
14	R14				
15	R15				
16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
Total					

Where:

1. **Very active** : the students are responsive and participated fully in all activities in the learning and teaching process
2. **Active** : the students response the material and interactive with others, whether to the teacher or his/her friends.
3. **Less active** : the students pay attention and gives responses once in a while
4. **Not active** : the students do not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.



The Result of Observation Students' Learning activities in cycle 2

No	Respondents	Not Active	Less Active	Active	Very Active
1	R1				
2	R2				
3	R3				
4	R4				
5	R5				
6	R6				
7	R7				
8	R8				
9	R9				
10	R10				
11	R11				
12	R12				
13	R13				
14	R14				
15	R15				
16	R16				
17	R17				
18	R18				
19	R19				
20	R20				
Total					

Where:

1. **Very active** : the students are responsive and participated fully in all activities in the learning and teaching process
2. **Active** : the students response the material and interactive with others, whether to the teacher or his/her friends.
3. **Less active** : the students pay attention and gives responses once in a while
4. **Not active** : the students do not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.



“The Lion and the Mouse”

Test Cycle 2



One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose. The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway."

He took his paw off the poor little prisoner and the Mouse quickly scampered away. Sometime after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter. The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be the very Lion who once freed me," he said, remembering his

promise. And he ran to whether he could help. Discovering the sad state the Lion was in, the Mouse said to him, “Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out of this trap.” With his sharp little teeth, the Mouse gnawed at the ropes until they broke.

When the Lion had stepped out of the net and was free once “Thank you, good Mouse,” said the Lion gently. “You did help me even though I am big and you are so little. I see now that kindness is always worthwhile.”

Glossaries:

- | | |
|--------------------------------|-------------------------|
| ➤ Swallow: Menelan Makanan | ➤ Capture: Menangkap |
| ➤ Creature: Makhhluk | ➤ Trap: Parangkap |
| ➤ Kindness: Kebaikan Hati | ➤ Sharp: Tajam |
| ➤ Prisoner: Tawanan | ➤ Jungle: Hutan Rimba |
| ➤ Scampered: Terbirit-Birit | ➤ Majesty :Keagungan |
| ➤ Frightened: Menakutkan | ➤ Shook: Menggoncangkan |
| ➤ Escape: Kabur | ➤ Paw: Cakar |
| ➤ Unhappy: Tak Bahagia | ➤ Great: Besar |
| ➤ Gnawed: Menggerogoti | ➤ Roar: Deru |
| ➤ Pitifully: Dengan Mengibakan | ➤ Disturb: Mengganggu |

Questions to answer:

1. What is the title of the text?
2. Where was the story happen?
3. Who is the main character of the story?
4. When was the lion captured by some hunters?
5. What was the moral value of the text above?

ANSWER KEY

1. The title of the text is the lion and the mouse
2. The story happened in the jungle
3. The lion, the mouse, and the hunters
4. The lion was captured by some hunters when he was hunting for some food
5. The moral value of the text: even the strong sometimes need the friendship of the weak

Assesment

Technique : students answer essay questions

Form : written test

Scoring guidance

Each right answer is scored = 10

Score maximum = 100

$$\text{Students' score} = \frac{\text{total right answer}}{10} \times 100$$



THE STUDENTS' PICTURE IN LEARNING PROCESS



Picture 1: The researcher explained what the snowball throwing was and the steps of it in teaching and learning reading comprehension, and explained narrative text as the reading material in cycle I



Picture 2: The researcher gave more explanation about the material.



Picture 3 :Each students was given a sheet of paper work, and every students wrote down question about the reading topic, and then squeezing the paper become a ball shape, and then the researcher gave command to throw the question ball from one student to another students group



Picture 4: The students focused on reading narrative text and answer the questions in cycle II



Picture 5: The researcher gave more explanation about narrative text and snowball throwing, and then the researcher divided the students into four groups



CURRICULUM VITAE



The Researcher, Wahidin Was Born on 20th of August 1998 In Takkalala, South Sulawesi His Father's Name Is Antong And His Mother's Name Is Hariati He Is The Fourth Child From Three Brothers And Three Sisters. He Started His Study At The Elementary School 136 Takkalala In 2005 And Graduated In 2010 And Continued It In Junior High School (SMPN) 2 Malangke And Graduated In 2013 And Then Continued His Study In Senior High School (SMAN)1 Malangke And He Graduated In 2016. After That, He Continued His Study At The State Institute For Islamic Studies (IAIN) Palopo In 2016 And Talking English Department, He Proud Study At The State Islamic Institute (IAIN) Palopo Because During His Study, He Was Active In External and internal Students Organizations He Was Treasure of Kopma Iain Palopo Since 2016 until 2019, He ever Hold The Third Winner of English Department At The First Semester Until Six Semester, He ever Join of Program Seminar (AICIS) International Conference of Social Science, and He Get Scholarship From Campus Namely Bidik Misi and He Always Active Every Program HMPS Of English Community At the State Institute For Islamic Studies (IAIN) Palopo.



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 1290/IP/DPMPPTSP/IX/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : WAHIDIN
Jenis Kelamin : Laki-Laki
Alamat : Jl. Balandai Kota Palopo
Pekerjaan : Mahasiswa
NIM : 16 0202 0062

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING SNOWBALL THROWING IN TEACHING READING AT THE SECOND YEAR STUDENTS OF SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO
Lamanya Penelitian : 23 September 2019 s.d. 23 November 2019

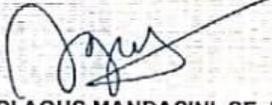
DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 24 September 2019

a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP


ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO

Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo ☎ (0471) 22921

SURAT KETERANGAN PENELITIAN
NOMOR : 421.3 /089/SMP.8/X/2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa :

Nama : **WAHIDIN**
Tempat / Tgl Lahir : Takkalala, 20 Agustus 1998
NIM : 16.0202.0062
Pekerjaan : Mahasiswa
Fakultas/Prodi : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan Pendidikan Bahasa Inggris IAIN Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo untuk kepentingan penulisan skripsi pada tanggal 23 September s.d 12 Oktober 2019 dengan judul ***"USING SNOWBALL THROWING IN TEACHING READING AT THE SECOND YEAR STUDENTS OF SMPN 8 PALOPO"***.

Demikian keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 3 Oktober 2019
Kepala Sekolah,

Drs. H. HASRI M., M.Pd.
NIP. 1231 199512 1 017



FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

Nomor : 608/ In.19/PBI/PP.00.9/09/2019
Lampiran : 1 (satu) Lembar
Perihal : Permohonan Pengesahan Draft Proposal

Kepada Yth
Bapak Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di –
Palopo

Assalamu' Alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Wahidin
NIM : 16 0202 0062
Jurusan : Ilmu Keguruan
Prodi : Pendidikan Bahasa Inggris
Judul : **Using Snowball Throwing in Teaching Reading at the Second Year Students of SMPN 8 Palopo**

Mengajukan permohonan kepada Bapak, kiranya berkenan mengesahkan Draft Proposal yang dimaksud di atas.

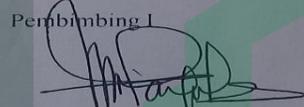
Demikian permohonan kami, atas perkenan Bapak diucapkan terima kasih.
Wassalamu' Alaikum Wr. Wb.

Pemohon


Wahidin
NIM 16 0202 0062

Menyetujui

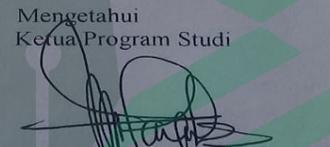
Pembimbing I


Amalia Yahya, SE., M.Hum
NIP 19771013 200501 2 006

Pembimbing II


Muhammad Iksan, S.Pd., M.Pd
NIP 198603272018011001

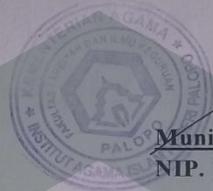
Mengetahui
Ketua Program Studi


Amalia Yahya, SE., M.Hum &
NIP 19771013 200501 2 006

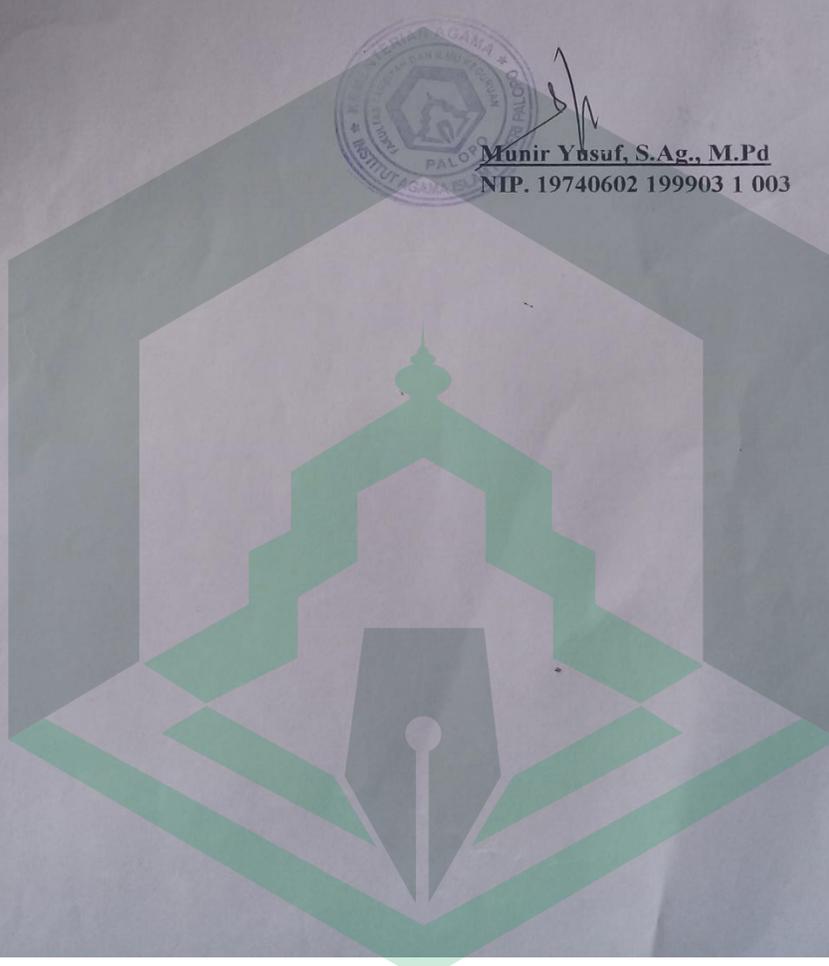
PENGESAHAN DRAFT SKRIPSI

Setelah memperhatikan persetujuan para pembimbing dan atas Permohonan saudara Wahidin NIM 16 0202 0062, maka draft Proposal yang berjudul : **Using Snowball Throwing in Teaching Reading at the Second Year Students of SMPN 8 Palopo**, dinyatakan sah dan dapat diproses lebih lanjut

Palopo, 17 September 2019
a.n. Dekan
Wakil Dekan I Akademik
Dan Kelembagaan



Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK)

Jl. Agatis Kel. Balandi Kec. Bara Kota Palopo 91914
Email : kontak@iainpalopo.ac.id web : www.iainpalopo.ac.id

SURAT REKOMENDASI

No. 0126/In-19/FTIK/PP-00-3/01/2020

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Nurdin K, M.Pd.
NIP. : 196812311999031014
Jabatan : Dekan
2. Nama : Amalia Yahya, S.E, M Hum
NIP. : 197710132005012006
Jabatan : Ketua Prodi

Dengan ini menerangkan bahwa;

Nama : Wahidin
NIM : 16.0202.0062
Fakultas/Prodi : Tarbiyah/Bahasa Inggris
Semester : VIII

Mahasiswa tersebut telah memenuhi syarat untuk mengikuti Kuliah Kerja Nyata (KKN) Nusantara tahun 2020.
Demikian rekomendasi ini diberikan untuk digunakan sebagaimana mestinya.

Palopo, 29 Januari 2020



Dekan,

Dr. Nurdin K, M.Pd.
NIP. 196812311999031014



Ketua Prodi

Amalia Yahya, S.E, M Hum
NIP. 197710132005012006

KKN

CERTIFICATE

This is to certify that

Wahidin

has well participated in

English Camp

“Hold Your World Through The English Camp”

Desa Lamunre, Belopa Utara, Kab. Luwu

14 - 19 February 2018

Ghafi Perison

Dr. Sahfaini, M.Hum

KARTU KONTROL

IAIN PALOPO

NAMA : WAHIDIN
NIM : 16.0202.0062

DIBIMBING OLEH

1. Amalia Yahya, S.E., M.HUM C
197710132005012006
2. Muhammad Iksan, S.Pd., M.Pd
198603272018011001

FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
2018/2019

DAFTAR HADIR MENGIKUTI SEMINAR PROPOSAL

HARI/TGL	JUDUL PENELITIAN	PARAF DOSEN
22/07/19	Using Think Pair and Share strategies to improving students Reading skill of the first year at uan palopo	A
22/07/19	Lecturer's strategies in teaching writing skill at the third semester students of English students of English study Program IAH Palopo	f
22/07/19	The use of stapel writing strategy to teach descriptive text of the tenth grade students of MAN Palopo	f
22/07/19	the effectiveness of misfuke booster technique in enhancing students ability in mastering simple past tense	f
Kamis 01/08/19	Teacher's strategies in teaching speaking skill At Smk Negeri Jaya Palopo (widya Anggrai)	a
01/08/19	Teacher strategy in managing students Descriptive behaviour in SMPN 8 Palopo	a
22/08/19	Improving students speaking ability	f

DAFTAR HADIR MENGIKUTI SEMINAR HASIL

NO	HARI TGL	JUDUL PENELITIAN	NAMA PENELITI	PARAF	NO
1	Selasa, 27/08/19	The Usage of Photographs to Teaching Writing Descriptive Text of The Tenth Grade Students at PMDS Putri Palopo	Sufianti 15.0202.0040		1
2	Selasa, 27/08/19	Using Word Building to Improve Student's Vocabulary at the Eighth Grade of SMPN 8 Palopo	Nurul Hafsavi 15.0202.0077		2
3	Kamis/01/19	Teaching Three Basic Tenses By Using Board Race Games AT The Tenth Grade OF Senior High School pmdr putri palopo	Muh. Ikhwan 14.16.3.0077		3
4	Jumat/30/8 19	IMProving students ability vocabulary through word wall media OF the eleventh grade at vocational high school number 1 palopo	Dewi Supraba		4
5	Jumat/30/8 19	Teaching Students Speaking on Procedures text By using the question round in senior high school of pmdr putri palopo	Muh. Fasi Hayat		5
6	Jumat 30/8/19	Using mind mapping to teach Speaking Skill of the tenth grade students of Man palopo	Kuska 15.0202.0017		6
7	09/19/19				7
8					8
9					9
10					10

DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
1	27/7/2019	- Title (Revise the structure) - Theory (Read more!)	f
2	2/8/2019	- Enrich your background! (Narrative part) - Revise the Conceptual Framework	f
3	3/8/2019	- Name every picture and table! - Do proof reading!	f
4	4/08/2019	Bab 1	f
5	5/08/2019	Bab 2	f
6	5/08/2019	Bab 3	f
7	5/08/2019	Acc to Seminar	f
8	8/08/2019	Acc to Seminar	f
9	23/10/19	Action, planning, observation list conclusion	f
10	05/12/19	- Future structure - Methods - Previous research (improve)	f

DAFTAR KONSULTASI PEMBIMBING

NO	HARI TGL	MATERI KONSULTASI	PARAF DOSEN
	09/12/2019	- Data Analysis - Students Learning Rubric	f
	29/12/2019	- Show me my previous correction	f
	01/01/2020	chapter 4	f
	01/01/2020	Chapter 5	f
	13/01/2020	Acc to Result seminar	f
	14/01/2020	Proof Read! Check similarity!	f
	20/01/2020	- Abstract - Literature - Conceptual Framework	f
	20/01/2020	- Journal Article	f
	20/02/2020	— " —	f
		- Proof Read (use Grammarly)	f

Acc to seminar

f



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO



SYAHADAH

Nomor : In.19/PP/UPPT/MAHAD AL-JAMI'AH/K2/VIII/2017

Diberikan kepada:

WAHIDIN

NIM : 16 0202 0062

Setelah mengikuti Program Ma'had al-Jami'ah Institut Agama Islam Negeri Palopo
Sebagai tanda bukti diberikan Syahadah ini berikut hak sesuai dengan peraturan yang berlaku
Dikeluarkan di Palopo pada tanggal Empat Juli Dua Ribu Tujuh Belas.



De' Akhad Piral, M.Ag.
NIP. 19691104 199403 1 004

Kep. KEMENTERIAN AGAMA
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TRANSKRIP NILAI
MAHASISWA PROGRAM MA'HAD AL-JAMIAH

NAMA : WAHIDIN
NIM : 06.02.02.0062
KELOMPOK : B0G D

NO	MATA KULIAH	SEMESTER	NILAI	
			ANGKA	HURUF
1	Metode Baca Tulis Al-Quran	I	83	B+
2	Bahasa Arab	I	85	A-
3	Pengamatan Sunnah	II	90	A
4	Akhlak Anjak	II	90	A
5	Teori & Praktik Ibadah	II	85	A-
JUMLAH			433	
RATA-RATA			86,60	

Predikat Kelulusan : Amat Baik / Baik / Cukup / Kurang

Palopo, 04 Juli 2016
DIREKTUR PROGRAM
MA'HAD AL-JAMIAH IAIN PALOPO

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menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Wahidin
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Note: Mahasiswa yang tersebut namanya diatas dapat membaca Al-Qur'an

