

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about the introduction of this study which comprises of Background of the Study, Problem Statements, Objectives of the Study, Significance of the Study, Scope and Limitation of the Study, and Definition of Terms.

1.1 Background of the Study

English is one of international languages in the world. This language is used by most people in the world for communication with other people from different background of culture. In addition, English is now a mean for knowledge, science and technology.

In facing globalization era, English is one of international languages needed and used in communication with other countries. The use of English always develops together with the increasing of science and technology.

English is one of foreign languages in Indonesia. It becomes the important subject in the national curriculum taught from elementary school to university. It is expected to give a good contribution in facing the globalization era. Therefore, English is taught in Indonesia.

People usually learn English because for some reasons, in some ways, they want to be able to communicate in English. In learning English, the student should master four language skills. They are speaking, reading, listening and writing.

Language skills are usually grouped as receptive skills: listening and reading, and productive skills: writing and speaking.

In teaching English as a foreign language, reading is one of the most important factors in assessing a learner's linguistic competence. However, it is a common problem for some students to complain about having trouble with how to read efficiently. The students always feel confused about the main idea of the passage even if they can get a full mark to the questions following the passage.

In Indonesia English becomes one of the main subjects for Junior High School up to College students. Even though the students have also learned the four English skills; they are listening, reading, speaking, and writing. One of the four skills, reading plays an important role in learning process because it gives knowledge, information, and idea to be applied in the speaking and writing. Through reading students can learn ideas, concepts, and attitudes. Then, by reading, students can get many vocabularies that they need to be applied in speaking and writing. Additionally, reading skill is used in the final examination. So the students must have a good reading comprehension if they want to pass the exams and graduate from the school.

English is not only used as a mean of human communication but also as a subject learned at school in Indonesia. The teaching of English is basically needed by Junior High School students because it is a compulsory subject in Junior High School. Then, English teachers who could conduct the teaching English well are needed. Reading is an important subject in teaching and learning process. The ultimate goal of teaching reading in Junior High School is to enable students to understand the reading text.

Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. By strengthening reading skills, learners will make greater progress and development in all other areas of learning (Nunan, 2003: 69).

As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, it is expected that students are good readers who are able to comprehend a text effectively and efficiently.

Based on the writer's experience when he conducted the teaching practice at SMPK Swasta PGRI Kupang, he found that most of the eighth grade students of SMPK Swasta PGRI still had difficulties in reading comprehension. A big part of them could not get the main point about materials that had been taught, especially reading comprehension. The writer has already applied Focus Group Discussion (FGD) in eighth grade students, but it was very useless. The eighth grade students of this school were very difficult in comprehending reading test, especially in answering the questions based on the reading test. Based on this problem, the writer decided to do the research in the eighth grade students of SMPK Sta. Theresia Kupang by using a new learning model, namely *Snowball Throwing*. The writer did not do the research in SMPK PGRI Kupang because the total number of the eighth grade students of this school were two students. So, it was not effective to apply snowball throwing technique in this class. Based on this problem, the writer decided to do the research in SMPK Sta. Theresia Kupang. It is because the

total number of the eighth grade students of SMPK Sta. Theresia Kupang is more than enough to do the research. So, the writer will apply this technique in the eighth grade students of SMPK Sta. Theresia Kupang.

This is the reason why the researcher uses a new learning model to improve students' reading comprehension, especially the eighth grade students of SMPK Sta. Theresia Kupang. Furthermore, *Snowball Throwing* is one of learning models that makes the students able to response the messages from other students and send the messages to their friends in a group. This model is amusing the students. So it makes the students wouldn't be bored and improve the students' reading comprehension.

Based on the problem above, the writer is interested to make a study on reading under the title: **The Use of Snowball Throwing Technique to Improve Reading Comprehension Ability of the Eighth Grade Students of SMPK Sta. Theresia Kupang in the School Year 2017/2018.**

1.2 Problem Statements

The topic of the study is specified into some problem statements. Formulating the problem statements depend on the topic of the study. Based on the background of the problem above, the problem statements can be formulated as follows:

1. Is snowball throwing technique effective to improve reading comprehension ability of the eighth grade students of SMPK Sta. Theresia Kupang in the school year 2017/2018?

2. How is snowball throwing technique implemented to improve reading comprehension ability of the eighth grade students of SMPK Sta. Theresia Kupang in the school year 2017/2018?

1.3 Objectives of the Study

1. To find out whether snowball throwing technique is effective to improve reading comprehension ability of the eighth grade students of SMPK Sta. Theresia Kupang in the school year 2017/2018 or not.
2. To describe the implementation of snowball throwing technique to improve reading comprehension ability of the eighth grade students of SMPK Sta. Theresia Kupang in the school year 2017/2018.

1.4 Significance of the Study

Theoretically, the significances of this study are:

1. For the English Teacher

This technique can help the teacher to understand the way to handle the students in teaching reading by using Snowball Throwing technique. Besides that, it will give contribution for teacher in teaching and learning English process especially in Junior High School. It will also enrich teacher in teaching English by using this technique.

2. For the Researcher

The researcher hopes this research will be useful as an experience and can implement this technique in English learning process.

3. For the Institution

It becomes a source of consideration for the official institutional policy as an effort to produce better outcomes especially to increase students' reading comprehension.

Practically, the significances of this study are:

1. For the English Teacher

This technique motivates the teacher to teach better and better in order to find learning technique to improve the students' reading comprehension.

2. For the Students

- a. This technique motivates the students to study reading well.
- b. This technique improves students' knowledge in reading comprehension.

1.5 Scope and Limitation of the Study

This study is a Classroom Action Research (CAR) which focuses on teaching reading comprehension by using Snowball Throwing Technique to improve students' reading ability.

As cited on *Media Belajar Bahasa Inggris* (2014), there are thirteen types of reading texts in English; they are narrative text, recount text, descriptive text, report text, explanatory text, discussion text, review text, spoof text, anecdote, analytical exposition text, news item, hortatory exposition text, and procedural text. In this study, the writer will only focus on comprehending descriptive text. The writer chooses descriptive text which has been learnt by the students.

In comprehending a text, there are four basic levels of reading comprehension skills, namely literal comprehension, inferential comprehension,

critical comprehension, and creative comprehension. Yet, in this study, the writer focuses on literal and inferential levels of reading comprehension skill. It is because in descriptive text, it does not have critical and creative reading comprehension, but there are only two levels of reading comprehension skill that will be used, namely literal and inferential levels of reading comprehension.

1.6 Definition of Terms

Definition of terms is a useful way to aid a communication with the reader(s) (Eichelberger, 1989: 243). This should be presented because most terms, in education for example, have somewhat different meanings to different researchers, particularly if they come from different disciplines, theories, or ideologies.

To make easier in understanding this research, the researcher defines the key terms as follows:

1.6.1 Snowball throwing

It is a learning model used to get the answer which is created by the students from discussion with their friends (Zaini, et al, 2008: 58). In the other hand, snowball throwing is throwing a paper ball that contains questions from one student to another student ([www. Google.co.id](http://www.Google.co.id), *Metode Snowball Throwing* the access at March, 15, 2011). In this study, snowball throwing is a learning model that will be used to improve reading comprehension ability of the eighth grade students of SMPK Sta. Theresia Kupang in the school year 2017/2018, especially improve their reading comprehension ability in descriptive text.

1.6.2 Reading

Reading is the action of the person who reads or attempt to make a meaning from what an author has written. According to Richard (Jack C. Richard and Richard Schmitd, pp. 306), reading perceives the written text in order to understand its content. Reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage.

Reading is involved reading text. It is the process of using syntactic, semantic, and rhetorical information found in printed text to reconstruct in reader mind using the knowledge of the world he or she possesses, plus appropriate cognitive skill and reasoning ability a hypothesis or personal explanation which may account for the instanced message that existed in the writer's mind as the printed text contains (Devine, 1986: 1216).

1.6.3 Reading Comprehension

Comprehension is a process by which a person understands the meaning of the written or spoken language (Ricard, 1985). In other hand, Reading comprehension is an activity aimed to understand the messages of a particular text. (William in Cahyono and Widiati, 2011: 49).

In this study, comprehension is a process by which the eighth grade students of SMPK Sta. Theresia Kupang understand the reading text they have read.

1.6.4 Ability

Ability is the skill that is possessed by anyone to do something and competence in reading the text in order to understand its content (<http://artikata.Com/arti-668-ability>. *Html the Access at February , 10, 2012*). In addition, ability

is a potential capacity or power to do something physically or mentally (Hornby, 1982: 2). According to Merriam Webster dictionary, ability is the quality or state of being able; especially: physical, mental, or legal power to do something. Dealing with this study, ability means the students capacity in comprehending a reading text.

1.6.5 Descriptive Text

Descriptive text is a text which describing the people, places, or specific objects (Bima and Arini, 2012: 22). Its generic structure covers two main parts, i.d. **identification** (identifies objects to be described) and **description** (describes parts, qualities, and characteristics).

1.6.6 SMPK Sta. Theresia Kupang

It is a Private Catholic Junior High School in Kupang that is located at Jend. A. Yani Street No. 52. A, Kupang in East Nusa Tenggara Province.