CHAPTER II
SNOWBALL THROWING TO TEACH DESCRIPTIVE TEXT
IN READING COMPREHENSION

This chapter review of the related literarure that is used by the researcher in the research. It deals with the previous researches, theoretical review, and hypothesis.

A. Previous researches

This research was not the first research. The researcher found some researches related to this research. Then, the researchers choose some literatures about previous researches which were relevant to the research.

Aris Susanti (Semarang: IAIN, 2011), "Upaya Meningkatkan Hasil Belajar Melalui Model Pembelajaran Snow ball Throwing Pada Mapel PAI Materi pokok Puasa Wajib dan Puasa Sunah Semester Ganjil Kelas VIII SMPN 23 Mijen Semarang Tahun Ajaran 2011/2012".[1] The results showed that: PAI student learning outcomes through learning model snowball throwing good increase learning outcomes, particularly in the subject matter of fasting obligatory and circumcision fasting in the first cycle obtained value - average grade of 7.56 with 97.14%

---

[1] Aris Susanti,*Upaya Meningkatkan Hasil Belajar Melalui Model Pembelajaran Snowball Throwing Pada Mapel PAI Materi pokok Puasa Wajib dan Puasa Sunah Semester Ganjil Kelas VIII SMPN 23 Mijen Semarang Tahun Ajaran 2011/2012.*FITK Library

mastery learning. Activities 57.6% among students learning and learning activities of students and teachers by 70% and increased to 8.82 with 100% mastery learning. Activities 82.16% of learning among students and teachers of student learning activities with 84.17% in the second cycle. So it could be concluded that an increase in value - average grade of 7.56 into and completeness of classical study of the first cycle and the second cycle by 2.86%. So no need for the third cycle.

The similar to the research above, the researcher used snowball throwing. Then, the differences of both researches were the research methodology and the subject of research. My research used experimental research and her research used classroom action research. The subject of her research Islamic religion education at eighth grade of SMPN 23 Mijen in the academic year of 2011/2012. Then the subject of my research was reading comprehension at eighth grade of MTs Sunan Muria in the academic year of 2015/2016.

Ulin Ni'mah, (Semarang: IAIN, 2012), "The Effectiveness of Using Basic Questioning with Picture to Improve the Students' Descriptive Writing Skill".[2] The result of the study indicated taht there were average of post- test of experiment class was 71.17 which were higher than the average of post test of the control class 57.83. Based on the calculation result of t-test is obtained t_{count}

---

[2] UlinNi'mah, *The Effectiveness of Using Basic Questioning with Picture to Improve the Students' Descriptive Writing Skill.* FITK Library

(8.581) was higher than the t_{table} (1.67). Since the t_{count} was higher than t_{table}, the hypothesis is accepted. It means that there is a significant difference in writing skill improvement between students who are taught writing descriptive text by using basic questioning with picture and those who are taught by lecturing (without basic questioning with picture).

The similar to the research above, research we used experimental research and used descriptive text. Then, the differences between ulin's research and mine were the media and subject of the research. Her research used picture and her subject of the research was writing skill at seventh of SMP N 31 Semarang in the academic year of 2011/2012. Then, my research used snowball throwing and the subject of my research was reading comprehension at eighth grade of MTs Sunan Muria in the academic year of 2015/2016.

Farida Arroyni, (Semarang: IAIN, 2010), "The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text".[3] The result of the study indicated that there where average score for experimental group was 59.8 (pre-test) and 71 (post-test). The average score for control group was 60 (pre-test) and 51,3 (post-test). The following was the simple tables of pre and post-test students' average score and students' average score of each speaking components.

---

[3] Farida Arroyni, *The Effectiveness of Teaching Using Comic Strips to Facilitate Students' Reading Comprehension Skill on Narrative Text*. FITK Library

The similar to the research above, our research used experimental research and subject of our research was reading comprehension. Then, the differences between farida's research and mine were the media and object of the research. Her research used comic strip and my research used snowball throwing. The object of her research was narrative text and my research was descriptive text.

The similarity between Susanti's research and mine used snowball throwing. Then, the differences were the research methodology and the subject of research. My research used experimental research and her research used classroom action research. The similarity between Farida's research and mine used experimental research and subject of our research was reading comprehension. The differences between Farida's research and mine were the media and object of the research. Her research used comic strip and my research used snowball throwing. The object of her research was narrative text and my research was descriptive text. Ulin's research and mine have similarity the research methodology, and have different subject of her research. The subject of Ulin's research used picture and her subject of the research was writing skill. My research used snowball throwing and the subject of my research was reading comprehension.

B. Profile of MTs Sunan Muria

   1. The history of the Mts Sunan Muria

MTs Sunan Muria was established on July 10 1979, was founded by YAKUPPI (foundation community welfare and development of Islamic education), chaired by KH.Abdul Hafiz, a cleric in the village Jembulwunut district. Gununungwungkal Kab. Starch. Basically establishment Gunungwungkal MTs Sunan Muria is based on a sense of personal responsibility as a servant of Allah, to urge virtue and forbidding *(commanding good and prohibiting unjust),* as well as their sense of social responsibility as a community.

The curriculum used in this Madrasah adjust government programs. Because this institution is an institution that teaches religious education, the curriculum used to follow the curriculum of the Department of Religion.

Over the course of time, the world is getting advanced education, government accredit all educational institutions, including madrasas, MTs sm accredited in 2014, With a B.

At its inception, although with a very simple building facilities, the number of pupils at the school have reached 67 students. This is a good start for an educational institution in areas classified as slightly religious leaders because the status is still listed, the state exams were first implemented in 1983, still a part of MTs. State sacred graduation rates are achieved quite encouraging, reaching 97%.

Originally Mts Sunan Muria is headed by Mr H. Imam Supijadi, BA considered capable of managing the agency, later replaced by Mrs. Widiati, S.Pd.I, the longer the government pay attention to preschool institutions, then teachers are in demand to improve the quality of education so that education is increasing.

2. The location of geographical Mts Sunan Muria

Mts Sunan Muria at coordinates Longtitut 11098352 Latitut -6613204 located in the village Jembulwunut Gunungwungkal District of Pati regency is as follows :

  a. East of the village Sumberjo

  b. West side of the village Bancak

  c. South of the village of Dongbang

  d. North Side Village Pule

In addition Mts also are in the area KUA (Office of Religious Affairs) and building Hajj Gunungwungkal districts.

3. The organizational structure of Mts Sunan Muria

As educational institutions and to facilitate the implementation of educational management, Mts Sunan Muria Jembulwunut have an organizational structure that is designed and developed by the school principals and the organization with reference to the guidelines created by the foundation can be seen in appendix 23.

4. State teachers of Mts Sunan Muria

The number of teaching staff (teachers) in MTs Sunan Muria Jembulwunut Gunungwungkal Starch amounted to 17 people made up of: The principal and other temporary employees. For more details, the authors specify a list of names - names of teachers in MTs Sunan Muria jembulwunut Gunungwungkal Pati Academic Year 2007/2008 as follows:

Table 2.1

The data of teachers MTs Sunan Muria Jembulwunut Gunungwungkal Pati Tahun Pelajaran 2015/2016[4]

No.	Nama	Mapel	Tugas lain
1	2	3	4
1	H. Imam Supijadi, BA	Bahasa Arab	Kep. Madrasah
2	Gigih Pranoto, a.Md	Matematika	
3	Drs Suhartoyo	Bahasa Inggris	
4	Drs Sunoto	Indonesia SKI	
5	Prayogo, S.Pd	PKn	
6	Setyawati, S.E	PKn IPS Senibudaya	Wali kelas IX A

---

[4] Data diambil dari papan mono grafi MTs Sunan Muria, tanggal 15 Desember 2016.

7	Arif Gunadi, A.Md	IPA	Wali Kels VIII B Pembina Osis
8	Sukadar, S.Pd I	Bhs Indonesia Penjaskes	Wali Kelas VIII A
9	Sunardi,A.Ma	SKI Bahasa Daerah	Wali Kelas IX B
10	H. Ah. Musta'in, S.Pd I	Pengembangan diri Tafsir Fiqih	
11	Moh. Shobirin, A.Ma	Al Qur'an Hadits Bhs Inggris Fiqih	
12	Ani Rif'atiningsih,A.Ma	Fiqih	Wali Kelas VII B
13	Widiati, S.Pd I	Al Qur'an Hadits Akidah Akhlak	TU
14	Sukasan,A.Ma	Akidah Akhlak TIK	TU
15	Dra. Sri Wahyuningsih	IPS Matematika	Sie Kurikulum
16	Maya Zulfa, SS	Bahasa Inggris	

		Pengembangan diri Tafsir	
17	Ratna Ovika Sari, S.Pd	Matematika TIK	Wali Kelas VII A

5. Facilities and infrastructure of Mts Sunan Muria

To support the process of working in educational institutions MTs Sunan Muria Jembulwunut Gunungwungkal Pati until today, she already had some education facilities as provided in the following table:

Tabel 2.2

Facilities and infrastructure of education MTs Sunan Muria Jembulwunut Gunungwungkal Pati Tahun Pelajaran 2015/2016[5].

No.	Jenis Ruangan	Jumlah	Keterangan
1	2	3	4
1.	Ruang Kelas	6	Baik
2.	Ruang Kepala Sekolah	1	Baik
3.	Ruang Guru	1	Baik
4.	Ruang TU	1	Baik
5.	Gudang	1	Baik

---

[5] Data diambil dari papan monografi MTs Sunan Muria, tanggal 15 Desember 2016.

18

6.	Rumah Dinas Guru	-	
7.	Wc/Kamar Mandi	5	Baik
8.	Meja Murid	101	Baik
9.	Kursi Murid	201	Baik
10.	Kursi Guru	15	Baik
11.	Meja Guru	15	Baik
12.	Komputer	5	Baik
13.	Mesin Ketik	1	Baik
14.	Papan Tulis	7	Baik
15.	Lapangan Volly	1	Baik
16.	Lapangan Tenis Meja	1	Baik
17.	Bed	4	Baik
18.	Bola Pimpong	10	Baik
19.	Tolak Peluru	3	Baik
20.	Lempar Lembing	3	Baik
21.	Lempar Cakram	3	Baik
22.	Salon	5	Baik
23.	Speaker	1	Baik
24.	Organ	1	Baik

C. Theoretical Review

1. Concept of Reading Comprehension

Reading involves the activity either visually or kinesthetically. When we are reading, we are clearly engaged in a great deal of mental activity, some of it automatic, some

of it concious.[6] In literate sociaties, most "normal" children learn to read in five or six years old, and some even earlier. With the exeption of a small number of people with learning disabilities, reading is a skill that is taken by special way.

In foreign language learning, reading is likewise a skill that teacher simply expect learners require. Reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.[7] The statement above means reading is the key to gain the whole of knowledge field.

Broughton said that the word *reading* of course has a number of common interpretations. It may mean reading aloud or silent reading. It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' than it is to 'comprehension'. It must also be admitted that the usefulness of the skill of reading aloud is limited. Reading may also mean 'silent reading'. Then, silent reading is nearest approach to reach the essence of reading. The functions silent reading are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim

[6] J. Charles Alderson, *Assessing Reading,* (Cambridge: Cambridge University press, 2000), p.13

[7] H. Douglas Brown, *Language Assessment: Priciples and Classroom Practices,* (San Francisco: Pearson Education), p. 13

particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which material is written this may involve textual study in the literary sense or in may involve the kind of language study that a foreigner may need to do.[8] Both of reading styles above have its problem. People may get pronunciation problem when they are reading aloud. And by silent reading people also probably has problem in the depth of understanding the passage.

Reading also has some techniques, which are:

a. Scanning

Scanning is a strategy used by all readers to find relevant information in a text. The main function of scanning strategy is to find a specific piece of information such as a number or the answer to a question.

b. Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give the reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or

[8] Geoffery Broughton et,al, *Teaching English as a Foreign Language*, (New York: Taylor and Francis E-Library, 2003) p.89-90

difficulty, and/or its usefulness to the reader. Of course skimming can apply to text of less than one page, so it would be wise not to confine this type of task just to extensive texts.[9]

Skimming is valuable procedure. Skimming through a passage involves very fast in order to recognize main ideas and supporting details while skipping (not reading) parts that are not relevant to your reading purposes.[10]

Reading has some types that are:

a. Perceptive

In keeping with the set of categories specified for listening comprehension, similar specification are offered here, expect with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to the components of larger stretcher of discourse: letters, words, punctuation and other graph emic symbols.

b. Selective

The category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical or features of language within a very

---

[9] H. Douglas Brown, *Language Assessment: Priciples and Classroom Practice*)…, p. 13

[10] Wallie Hammond et.al*, Peterson's Master Toefl Reading skill*, (US: Peterson's Nelnet Company, 2007) p.37

short scratch of language, certain typical task are used: pictured-cued, matching, true or false, multiple choice etc.

c. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more, in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is process of negotiating meaning. The reader brings to the text a set of schemata to understanding it, and intake is a product of interaction. Typical genres that lend themselves into interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of an interactive task is to identify relevant features within text is moderately short length with the objective of retaining the information that is processed.

d. Extensive

Extensive reading applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories and books (it should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse such as long articles and books that are usually read outside a classroom hour.

Reading comprehension is very complex process. The common reason why reading with comprehension was complex is vocabulary knowledge. But having vocabulary knowledge is not determining the success of reading comprehension.[11] According to Richard, comprehension is the process how a person understands the meaning of written or spoken language.[12] In order to comprehend the text, the readers should have strategy. Strategy is means, the way to reach comprehension.

There are five thinking strategies of good readers that are: predict, picture, relate, monitor, correct, and grasp in understanding. *Predict* means to make educated guesses. The readers make predictions about thoughts, events, outcomes, and conclusions. By prediction, the reader become involved with the author's thinking and helps them to learn. The second is*picture*, picture will increase reading understanding by the obvious form. The third is *relate* that means to draw connection between the readers' existing knowledge or experience with the new information in the text to help understanding the material. The fourth is *monitor* to check understanding. Monitor your ongoing comprehension to test your understanding of the material. The last is correct *gapsin*

[11]LulutWidyaningrum, *Mapping Readability of the texts and Reading Abilities of the User*, (LP2M, UIN Walisongo Semarang, 2014) p.24

[12] Jack Richard et.al, *Longman Dictionary of Applied Linguistics*, (England: Longman Group UK Limited, 1990), p. 54-55

understanding. This strategy means seek solution when they are facing the problem of reading comprehension such as: rereading a sentence or looking back at previous page.[13] Some thinking strategies above can help the readers to overcome some problems when they are reading. Although everybody has different way to reach comprehension.

2. **Teaching reading**

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students' performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension. Enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.[14] During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below: Reading is not passive skill

a. Students need to be engaged with hat they are reading

---

[13] LulutWidyaningrum, *Mapping Readability of the texts and Reading Abilities of the User*,… p.21-23

[14] Jack C. Richards & Theodore S. Rodger*, Approaches and Methods in Language Teaching*, (United States of America: Cambridge University Press. 2001), p. 207.

b. Student should to be encouraged to respond to the content of a reading text, not just to the language

c. Prediction is major factor in reading

d. Match the task to the topic

e. Good teacher exploit reading texts to the full[15]

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

a. The reader who is doing the comprehending

b. The text that is to be comprehend

c. The activity in which comprehension is a part

3. Genre

a. Definition of Genre

The word genre comes from the French (and original Latin) word for „kind" or „class". The term is widely used in rhetoric, literacy, theory, media theory, and more recently linguistics.[16]

---

[15] Jeremy Harmer, *How to Teach English*, (England: Longman, 2007),p. 122

[16] Alexander Mongot Jaya, *et. al., English Revolution,* (Jepara: MAWAS PRESS, 2008), P. 1.

The term "genre" is used to refer to particular text-types, not to traditional varieties of literature. It is a type or king of text, defined in terms of its social purpose: also the level of context dealing with social purpose.[17]

Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something.[18] So genres are cultural specific and have associated with: particular purposes, particular stages and particular linguistic features.

Every genre has communicative purpose, generic structure and lexicogrammatical features. Students are taught these features and a language for talking about the language in the context of learning how these features contribute to overall meaning of text they are writing.

The meaning of the genre intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. **Kinds of Genre**

Texts are determined by genre. The French word "genre" means text type or kind of text. Genre is a term

---

[17] Entika Fani Prastikawati & Siti Musarokah, *Writing 3*, (Semarang: Ikip Pgri, 2010), P. 7.

[18] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p. 17.

of grouping text together, representing how written typically use language to respond to recurring situation.[19] Genre can be recognized from three rethorical structures. They are social function, schemmatic structure, and language features. There are two different kinds of genres: they are story genres and factual genres. The classification of the genres as below:

Story Genres	Factual Genres
1. Narrative Text 2. News Story 3. Anecdote 4. Recount Text 5. Spoof	1. Procedure Text 2. Explanation Text 3. Report Text 4. Exposition Text 5. Discussion Text 6. Description Text 7. Review Text 8. News Item

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing.[20] While Boardman and Jia state that descriptive text is a kind of text that is used

---

[19] Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments),*(Semarang: IKIP PGRI Semarang, 2010), p.7

[20]DepartemenPendidikanNasional, *Kurikulum 2004, StandarKompetensi Mata PelajaranBahasaInggris*, p. 48.

to describe what something looks like.[21] Another definition about descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing.[22]

From the definitions above, the writer concludes that descriptive text is a text which aims to describe particular things, such as people, place, even unit of days, times of day, or season. It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sound.

b. **Generic Structure of Descriptive Text**

The generic structure of descriptive text is shown in the following table:[23]

Table 2.3

Generic Structure	Function
Identification	Identifies the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

[21] C.A. Boardmand and Jia F., *Writing to Communicative Paragraphs and Essays*, (New York: Longman, 2002), 2nd Ed., p. 30.

[22] Linda Gerot and Peter Wignell*, Making Sense of Functional Grammar…*p. 214.

[23] Jenny Hammound, *et. al.*, *English for Social Purposes (A Handbook for Teachers of Adult Literacy)*, (Sydney: Macquarie University, 1992), p. 78.

c. Grammatical Feature of Descriptive Text

1) Specific participant

   a) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.

   b) The use of detail noun phrase for example *I have a white skinned girlfriend*.

   c) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.

   d) The use of thinking verb and feeling verb to express private writer opinion about the subject, for example *I think it is clever animal, Police believe the suspect is armed*.

   e) The use of action verb for example *my cat eats my mouse*.

   f) The use of figurative language like that simile, metaphor, for example *John is white as chalk*.

2) Simple present tense for example; *I live in simple house, the house is very beautiful, it has a wonderful park*.

d. The Example of Descriptive Text

My Pet

| Identification | I have a pet. It is a dog, and I call it Brownie |

because the color is brownish yellow.

Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

5. **Strategy of Teaching Reading Comprehension**

Some strategies and activities in reading can be used to enhance students' understanding. The strategy in question is as follows:

a. Metacognitive strategies, relating to knowledge a person has on the use of the intellectual brain and conscious effort to monitor or control the use of the intellectual abilities. Metacognitive include ways of thinking, the students will choose reading skills and reading techniques in accordance with the task of reading.

b. Close procedure, used to increase understanding by eliminating the information in reading and students are asked to fill it.

c. Question guides, used to improve understanding. Students are trained to remember the facts in a way change the fact that the question "why".[24]

On the above strategy, the researcher using strategies other than that in the mentioned above that strategy is Snowball Throwing, Snowball Throwing is one model of cooperative learning. This model can be used to give the concept of understanding the difficult material to students. Snowball Throwing method is also to determine the extent of the knowledge and abilities of students in mastering the material.

---

[24]Azmi Faisal, *Pengetahuan,*http://azmi648.blogspot.co.id/ 2016/03/strategi-pembelajaran-membaca.html, di akses pada tanggal senin 09-01-2017 pukul 18:27 WIB

6. **Strategy of Snowball Throwing**

    a. **Definition of Learning Strategy**

    Snowball throwing as a whole can be interpreted throwing snowballs. In lessons snowball throwing, snowball is a paper containing questions made by students and then thrown to his own to answer. According bayor (2010), snowball throwing is one model of active learning (active learning) which in practice involves many students. The role of teachers here only as a landing early on the topic of learning and further, the control of the course of study.[25]

    b. **Strategy of Snowball Throwing**

    Snowball throwing method has several strategies that all involve and student participation in learning. Strategies in this method are as follows:

    1) Teachers convey the material to be presented. Teacher divided some groups and calling each group leader to give an explanation of material.

    2) And then, each group leader came back to the group it, then leaders explains material presented by the teacher to his friends.

---

[25] Jumantan Hamdayama, *Model dan Metode Pembelajaran Kreatifdan Berkarakter*, (Bogor: Penerbit Ghalia Indonesia, 2014), p.158

3) Then each student is given a worksheet to write down any questions regarding the material which has been described by the group's leaders.

4) Then the paper is made into a ball and thrown from one student to another student for approximately 5 minutes.

5) After the student gets one ball / one question given the opportunity for students to answer questions written in ball-shaped paper interchangeably.

6) Evaluation

7) Conclusion.[26]

In the method of learning snowball throwing, this strategy is give priority to students can deepen of knowledge on learning than students can only remember the knowledge or learning.

c. **Advantages and disadvantages of ST (Snowball Throwing) Method**

These are several advantages and disadvantages of ST (Snowball Throwing) Method:

---

[26] Agus Suprijono, *Cooperative Learning – Teoridan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2009), p.147

1) Advantages of ST

ST method has several advantages that are all involved and participation of students in learning. The advantages in this method are:

a) Learning environment for students like to play by throwing the paper ball to another student.

b) Students have the opportunity to develop the ability to think because they were given the opportunity to seek a hard question in question and given to other students.

c) Making students are prepared with various possibilities because students do not know the questions given to another groups.

d) Students are actively involved in learning

e) Educators are not too bothered to make media for students directly involved in the practice.

f) Learning becomes more effective.

g) Aspects of cognitive, effective and psychomotor

2) Disadvantages of ST

In addition there is an advantages of course ST method also has disadvantages. The downside of this method is as follows:

a) It depends on the ability of students to understand the material so that the students who mastered only slightly. It can be seen from about the

selected students usually only about material already described, or as examples of questions that have been given.

b) The Chairman of the group who are not able to explain properly is certainly a barrier for other members to understand the material so that it can take a bit to the students to discuss the subject matter.

c) No quiz individual and group awards so students currently flocking less motivated to cooperate but did not rule out the possibility for teachers to add a quiz giving individual and group awards.

d) It takes a long time.

e) Pupils naughty tend to make trouble.

f) Classes are often noisy because of the group created by pupils.

However, weaknesses in the use of these methods can be covered in the following ways:

a) Teacher explains in advance the material that will be demonstrated briefly and clearly accompanied by the application

b) Optimizing time by giving a limitation in make a group and choose the questions.

c) Teachers participate in the making of the group so that the noise can be overcome.

d) Separating the group of children who are considered often make noise in different groups.

e) However, it also did not rule out the possibility for teachers to add a quiz giving individual and group awards.[27]

d. **Reason for choosing Snowball Throwing to Teach Descriptive Text in Reading Comprehesion**

As a professional educator, teacher should be able to select an appropriate teaching method that can motivate students to learn. One of the greatest enemies of successful teaching is student bored. So, the process of learning should bring the students to achieve a lot of skills that enable them to actualize themselves. In addition, knowing about methods and technique of teaching theoretically and practically is really important for teacher in order to create a positive milieu in learning process.

Teaching reading by using Snowball Throwing is very interesting activity to use almost any classroom situation. As a technique of cooperative learning, ST is advantageous strategy that could be used as an active and interactive process in teaching reading comprehension.

---

[27] Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014), p. 161-162.

e. **The procedures of Snowball Throwing to teach descriptive text in reading comprehension**

1) Preparing

Before teaching, teachers must make syllabi, learning design, and prepare the task for students. Then teacher make some group and in group consist four students. In each group must heterogeneous based on the grade academic.

2) Teacher's Presentation

Teacher will tell indicators of learning, introducing, and explaining materials based on the lesson plans that have been made.

3) The Groups' Activity[28]

Teachers convey the material to be presented. Teacher divided some groups and calling each group leader to give an explanation of material.And then, each group leader came back to the group it, then leaders explains material presented by the teacher to his friends.Then each student is given a worksheet to write down any questions regarding the material which has been described by the group's leaders.Then the paper is made into a ball and thrown from one

---

[28] Jumantan Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter ...* p.158

student to another student for approximately 5 minutes.After the student gets one ball / one question given the opportunity for students to answer questions written in ball-shaped paper interchangeably.

f. Benefits of Snowball Throwing to teach descriptive text in reading comprehension

Benefits of this method to the students gives an opportunity students to discuss the results of information in the groups. Snowball Throwing can increase the activity of student learning in reading of descriptive text.

Benefits to the teacher is make teacher to continue and maximize the teaching in the classroom by way of preparing the material with mature, manage time well and to explain the subject matter to students with a coherent and clear so that students do not get bored with the submitted materials teachers.

D. Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. It is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by

researcher that should be tested and proved.[29] Because the hypothesis is the provisional answer, it is carrying out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is: Snowball Throwing (ST) strategy is effective to teach students' reading comprehension on descriptive text, because the average scores of experimental and control groups pretest have in not similarity, the average score of experimental group posttest better than the of the experimental group pretest, and the average score of experimental group lower than the of control group posttest.

[29] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* 13th Ed... p. 116.