

# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

As an international language, English plays an important role in education. It is taught in schools in almost every country including Indonesia. It is also as standard graduation from elementary school to university. The purpose of English education is to develop the students' competence in English communication. Since English is important in communication, it is not difficult to find out that the language is frequently used either in formal or informal places such as foreign companies, embassy offices, tourism sectors and many other places.

English has different aspects and systems, which should be understood by learners or students, such as spelling, pronunciation, and cultural background of the language. Every word can be interpreted correctly if it has been in a sentence, which named contextual language. Sometimes the rules in grammar are adjusting, for example, in the aspect of speaking. The most important thing as a communication tool is the other person can understand the purpose of the conversation.

There are four skills that must be mastered in language learning, those are listening, speaking, writing, and reading. Listening is probably the hardest discipline to master it is an interpreting discipline like reading but there is no time to re-read

the words and look them up. Speaking is the most used aspect of language for most people. Unfortunately, it is also pretty tricky to master. Meanwhile the writing is where language learners began to really make a written text in their own language.<sup>1</sup> Whereas reading is considered the most important skill among the four language skills. By reading, students can absorb a lot of information and knowledge because much information can be gained from books, magazines, newspapers, and bulletins. Simply, reading gives students many advantages. Allah said in the Qur'an about the command to read:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ  
 وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ  
 يَعْلَمَ

Read the name of your Lord who created. Created man from clots of congealed blood. Read! Your Lord is the most beautiful one, who taught by pen, taught man what he did not know. (QS. Al-Alaq: 1-5)<sup>2</sup>

According to the verses above, it is clear that Qur'an emphasizes reading skill to build knowledge and understanding in order to mastery the world. As we enter to twenty first century,

---

<sup>1</sup> Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language*, (London: Thomson Learning, 2001), 3<sup>rd</sup>ed.p.207.

<sup>2</sup> Mahmud Y. Yazid, *the Qur'an: an English Translation of the Meaning of the Qur'an*, (Lebanon: Dar al Chaura, 1980), p. 457.

distorting and changing of global demographic, technology, science, and information are leading to unprecedented level of intercultural contact in both domestic and international areas. Meanwhile, reading is known as a tool for human being to access worlds of ideas and feelings. Thus, reading itself can be regarded as well as the knowledge of the ages and visions of the future.

Reading is one of the important skills in English and it gives many benefits for us. In teaching reading, we can use learning model to improve students' reading comprehension. There are many text types in reading closely related to the purpose of each type. Descriptive text is one of the text types taught at the first year of Junior High School. The social function of descriptive text is to describe a particular person and place, place or thing, for instance, specific animal and person.

Comprehension is the goal of reading activity.<sup>3</sup> Reading text in English is not easy thing if students emphasize to understand the meaning of the text. In order to understand the meaning of the text, students should have reading comprehension. When students read a text they will face some obstacles, such as vocabulary problem and cannot find the main idea of the text. Background knowledge or personal experience also will influence students' comprehending text.

---

<sup>3</sup> Lulut widyaningrum, *Mapping Readability of the texts and Reading Ability of the Users*, (Semarang:LP2MUIN Walisongo Semarang, 2014) p. 23.

In facing globalization era, English is one of international languages needed and used in communication with other people in many countries. The use of English always develops together with the increasing of science and technology. English has to be mastered by all people to confront the development of science and technology.

They face several problems when they are reading descriptive text. One of problem is the use of learning strategies that the teacher used. As we know that some teachers are still using monotonous way. It will make students feel bored and less active in the learning process. This case also happens in MTs Sunan Muria Jembulwunut, Pati. The English teacher in MTs Sunan Muria is still use monotonous way to teach the material by lecturing students, ask question for students etc. it cause students are not interested to learn about the materials. As a consequence, their ability in reading comprehension also still far from the expected goal.

Reading comprehension always appears in the question in exam, whether in mid-term exam, final exam, or nation exam. The form of question are varied, such as determining the main idea of the text, finding the closest meaning of a word and finding some information's from the text. Without good understanding, it is difficult for the students to answer those questions.

Discussing about the case above, the researcher assume that the implementation of cooperative learning will help to overcome the problem. According to Kagan:

Cooperative learning improves the range of social skills, including listening, taking the perspective of others, leadership, problem solving, conflict resolution, and helping. Cooperative learning is also very powerful in developing higher-level thinking skills. One of the most powerful tools we have for developing higher-level thinking is the heterogeneous team. As students with different points of view interact, they challenge each other's assumptions and bring different data to the argument. This pushes each student to a higher-level synthesis than if they worked alone.<sup>4</sup>

One alternative learning model that will be introduced researcher is learning model "Snowball Throwing". This learning model helps the delivery of content through group discussions, but interspersed with the game by way of throwing questions written on a piece of paper (like snowball).

This learning model is one model of interactive learning. Interactive learning model is a model of learning that involves students actively: the meaning is position of students in this study is as subject and object of education. Interactive learning Model is intended to introduce the students about a number of knowledge and facts certain facts that have been taught to him, at the same

---

<sup>4</sup> Spencer Kagan and Miguel Kagan, Kagan Cooperative Learning (San Clemente, Kagan Publishing: 2009), p. 112

time exposes the students a number of problems that must be solved together in order to obtain the similarities.<sup>5</sup>

Model Snowball Throwing makes the students more directly involved and more active, especially when they make inquiries which will be answered by a friend his own. Such learning model differs from conventional learning models for the conventional study did not involve students to be more active in the learning process which concentrated on the teacher only.

Based on the descriptive above, the researchers will use learning model Snowball Throwing (ST) as an alternative to improve student's learning outcomes and create an active learning sauna, interested, responsible and positive attitude towards learning English. Furthermore, the researcher is interested to conduct a research with a title: **The Effectiveness of Using Snowball Throwing (ST) to Teach Descriptive Text (DT) in Reading Comprehension** (An Experimental Research at Eighth Grade of MTs Sunan Muria in the Academic year of 2015/2016).

## **B. Reason for Choosing the Topic**

There are some reasons for choosing the topic:

1. ST is one of interesting methods to teach reading comprehension. Students will help and motivate each other to gain the purpose.

---

<sup>5</sup> Mukhtar, *Desain Pembelajaran Pendidikan Agama Islam*, (Jakarta: CV Misaka Galiza, 2003), p. 145.

2. By using ST method, students will be more active because every students will have opportunity to express and share their own opinion.
3. Students can be more motivated to understand the materials.
4. The condition in the class are more vivid because this method uses teamwork and encourages competitions.

### **C. Questions of the Research**

Based on the background of the research, the researcher tries to get answer of the following questions:

1. How is the average score of pretest of the experimental and the control groups?
2. How is the average score of posttest of the experimental and the control groups?
3. How is the difference between the average score of pretest and posttest of the experimental and the control groups?

### **D. Objectives of the Research**

Relating to the research question above, this study has purposes:

1. To find out the effectiveness of using Snowball Throwing as a learning method to teach reading comprehension at experimental group.
2. To find out the differences of students' reading comprehension before and after being taught by ST method at experimental and control group.

- a. To understand the average score of pretest of the experimental and the control groups.
- b. To understand the average score of posttest of the experimental and the control groups.
- c. To analyze the difference between the average score of pretest and posttest of the experimental and the control groups.

## **E. Significances of the Study**

### 1. Theoretically

This research will enrich the method and strategy of teacher on teaching and learning process in order to make the learning interesting and joyful.

### 2. Practically

This research is hoped to give some positive contributions to the English learning context and will be beneficial for, students, teacher and school.

#### a. Students

These researches are expected to increase the students' reading comprehension and make students become more active in English learning process.

#### b. Teacher

The ST method is an alternative method for teacher to improve their student's reading comprehension.

#### c. School



The improvement of ST method will give contribution to students' achievement, affect the improvement of the school quality.

d. Writer

By conducting this research will get some experiences and knowledge directly how to apply descriptive text in reading using Snowball Throwing. This research can be an evaluation for me who frequently used monotonous technique in teaching reading in the classroom.

## **F. Limitation of The Research**

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this research are as follow:

1. The research subject of this research was the students of class VIII A and VIII C of MTs Sunan Muria Pati in academic year of 2015/2016.
2. The instrument of the research were documentation, observation and test.
3. Because of many kind teaching method, ST was chosen as the employed media and text that was used in this research that focuses on descriptive text.
4. The researcher used ST method to teach only descriptive text in reading comprehension.