

CHAPTER 1

INTRODUCTION

A. Research Background

English is one of the international languages. English has an important role in global communication. Learning English can also increase our knowledge to be wider with other people. That is one of the reasons why English is important to master in the era of globalization. English is considered a foreign language that has many links with various aspects of life. Every aspect of English involves aspects of listening, reading, writing, and speaking. From these several aspects, reading is one of the English skills that has an important side for English learners.

Reading is an activity to see what is written and the process of understanding the contents of the text aloud or silently. According to Harianto (2020:2), reading is a process carried out and used by readers to get the message the author wants to convey through words/written materials and understand the meaning contained in the written material. Reading is also an interrelated process with thinking and with all other communication skills such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the patterns printed on the page the ideas and information intended by the author. Reading is a set of skills that involves understanding and obtaining meaning from printed words (Nunan, 2005: 69). Therefore, if students can read and understand the reading text, the teaching and learning process will run effectively and efficiently.

Based on the syllabus indicators, the purpose of reading comprehension in learning, students are required to be able to find the main idea of a text, and they must be able to find information in the text, they must also be able to identify the structure of the text. However, most of them, especially students at SMA PGRI 3 Tayan Hulu, face difficulties in reading due to lack of vocabulary and lack of confidence in reading texts. That is why students

cannot understand the text so students also have difficulty finding the main idea and some important information in the text.

Based on pre-observations and teaching practices that have been carried out by researcher at SMA PGRI 3 Tayan Hulu, the researcher found several obstacles faced by tenth graders in reading comprehension. First, students have difficulty identifying main ideas, specific information, references, and inference texts. Second, the techniques used in learning do not increase students' interest in learning. Third, students tend to be passive in understanding the meaning of words or sentences so students are lazy to read the text. Fourth, most of the vocabulary learned is difficult to find in dictionaries, so when the teacher asks them to translate sentences, they are busy asking their friends around them, even silent because of a lack of knowledge or vocabulary. The researcher also found obstacles in tenth grade conditions, namely, in the learning process there were students who were busy themselves, playing with cellphones when the teacher explained the material, hot class temperatures caused students not to focus on learning, and a lack of good lighting from sunlight and lights. In addition, due to internal and external factors from the students themselves, which causes them not to have proper reading strategies, lack of vocabulary mastery, and cannot form good reading habits, so students are lazy to read English texts. Therefore, the researcher decided to take further action to overcome these problems by conducting more in-depth research in this final project.

Considering the problems found in SMA PGRI 3 Tayan Hulu, the researcher applied teaching techniques using the snowball throwing technique to solve these problems. Snowball throwing is a type of cooperative learning that is designed like a ball throwing game. According to Sastriawan cited in Ponda Sari Styawati & Syamsul Rizal (2017: 279), the Snowball Throwing technique is a game that makes students happy and can reduce worry in the learning process. Snowball throwing is also a learning method that can explore the leadership potential of students in groups, making skills, and answering questions combined through an imaginative game that forms and

throws snowballs. Throwing snowballs encourages students to be active in reading participation in class because this method contains rich communication in which students must be active. In addition, the snowball throwing technique also provides opportunities for students to arrange several questions based on assignments or reading texts given by the teacher (Natasya Meyla Mufida, 2021:1584). Through this technique, students can not only improve their reading comprehension, but students can also enjoy the learning process.

Based on these reasons, the researcher conducted a study entitled “Improving Students’ Reading Comprehension By Using Snowball Throwing Technique for the Academic Year 2022/2023” to improve student’s reading comprehension and make students interested in learning English with this technique.

B. Research Question

Based on the research background above, the research question in this study is “How can snowball throwing technique improve students’ reading comprehension for the tenth grade students of SMA PGRI 3 Tayan Hulu in the academic year 2022/2023.?”

C. Research Purpose

Based on the research questions above, this research aims to know how the snowball throwing technique can improve the reading comprehension of class tenth students at SMA PGRI 3 Tayan Hulu in the academic year 2022/2023.

D. Significance of the Research

1. Practical Significance

a. For the Students

For students, it is hoped that they can improve their reading skills in an easy and fun way. So they can improve reading comprehension.

They can know the importance of reading skills and they can easily find out the meaning of sentences.

b. For the teacher

For teachers, this can provide information related to teaching techniques in reading. In addition, it can find out what difficulties are experienced by students in reading comprehension.

c. For the school

After conducting this research, it is hoped that the school will be interested in this research method. This can also be a reflection to improve effective and efficient teaching. And can make innovative teaching.

d. For the researcher

For other researcher, it is hoped that this research can be a reference for them in researching reading comprehension. That way this research can be useful for them as an additional reference.

2. Theoretical Significance

In theory, this research is expected to improve English language skills. Then also able to improve the ability to read English texts. The Snowball Throwing Technique is also expected to improve students' reading comprehension in English. In this research, the researcher hopes that the theoretical approach is significant enough to provide benefits for the learning developed by the researcher.

E. Scope of Research

1. Research Variable

Research variables are several objects or activities that have certain variations determined by the researcher to draw a conclusion in making measurements or observations. Kaur (2013:36) stated that a variable is a property that takes on different values. The variable of this research is using a single variable. The variable is improving students' reading comprehension by using Snowball Throwing Technique.

2. Terminology

To avoid misunderstanding between the researcher and the reader, the researcher provides the definition and explanation of those terms, as follows:

a. Reading Comprehension

Reading comprehension is the ability to process text, as well as the individual's ability to understand the content of the text which is influenced by their skills and abilities in processing information. According to Susilo (2015:80), reading comprehension is a basic component of a person in order to have more understanding or knowledge. Reading comprehension is the main pillar in a reading activity where a reader builds an understanding of a text.

From the description above, it can be concluded that reading comprehension is a series of processes carried out by the reader to find information and understand the information contained in a reading text from the author.

b. Snowball Throwing

Snowball Throwing is a type of cooperative learning that is designed like a ball throwing game. In learning, Snowball Throwing is a snowball formed from paper containing questions made by students and then thrown to their friends to be answered. Snowball Throwing is also one of the active learning models which in its implementation involves many students. This will create a fun classroom atmosphere and not make students bored.

c. SMA PGRI 3 Tayan Hulu

SMA PGRI 3 Tayan Hulu is stated as a government senior high school which is located at Jln. Raya Sosok No.45, Sosok, Sub-district Tayan Hulu, regency Sanggau. The researcher will do teaching practice, especially in class X (Ten) and the researcher will do the research entitled "Improving Students' Reading Comprehension By Using Snowball Throwing Technique". (A

Classroom Action Research with the Tenth Grade Students SMA
PGRI 3 Tayan Hulu in Academic Year of 2022/2023).