

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the problem of the research, the research objective, the operational definition of the terms, the significance and the scope of the research. They will be presented in the following sections.

1.1 The Background of the Research

In Indonesia, English is learned by students as a foreign language. In junior high school, it is thought as a compulsory subject. By introducing English in the junior high school it is hoped that students will be ready to have the English skill that covers listening, speaking, reading, and writing on the basic level as their basic knowledge to learn English at junior high school.

As a mean of communication, English has been adopted as one of the most important foreign language that must be learned by the students at the school. The instructional aim of the English teaching in Junior High School is to help the students in mastering that language skill such as listening, speaking, reading and writing respectively. In the English teaching, reading is one of the communication skills that need to be developed and mastered by the students.

In the English teaching one of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to

encourage students to find entertaining and interesting information in reading materials. Therefore, it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from this method.

Grellet(1999 :4) says that there are two reasons for reading. They are reading for getting information and reading for pleasure. It means that, by reading, we do not only get information or knowledge about something important, but also one of the keys to gain knowledge.

Based on the preliminary study that was done with the eighth grade English teacher at SMP Bany Khozin Bangsalsari, it was found that the students of SMP Bany Khozin had less motivation in learning English, it means that the English teacher only teaching without giving any motivation in English teaching process. The student is given material without knowing what is the goal or the purpose of their learning. Moreover, English teacher did not have any strategies in implementing the English subject, especially in learning reading. In learning reading, the students have difficulties in getting the information from the text because they have problem in unfamiliar words meaning in the reading text and mechanics (spelling and punctuation).

Cooperative learning model of Snowball Throwing type is one example of active learning method. Essentially, an active learning method to direct the attention of learners to the material being studied. Active learning is a learning process that invites students to learn actively, so that students actively ask and express ideas (Asmarani, 2017: 57)

As the result, not all of the students actively involved as the center of learning during the teaching and learning process but still depend on the teacher's explanation. It could be seen from the students' interaction when they responded the teacher's explanation and question during learning process. Besides, in learning process, the students got no chance to collaborate or to share their knowledge to each other, because most of the time was used by the teacher to do the tasks. So, the students is tended to get bored and lost their interest in learning reading, in order to solve these problems, a method that can be used in teaching reading is using Snowball Throwing.

The use of Snowball Throwing approach in teaching learning process, especially in reading comprehension can be the right method to solve these problems. As one of teaching learning strategy that hopes the students to learn by doing or by some groups and build their understanding by themselves or group.

Reading is not easy for students. Reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language (Tarigan in Zam, 1990:7). There are many ways to solve students' difficulties in comprehending a reading text; one of them was by Snowball Throwing is a very powerful strategy for teaching reading comprehension. In Snowball Throwing, the students hope to understand and comprehend about the material of reading comprehension. Therefore, a research entitled "Enhancing the eight Grade Students' Narrative text Reading Comprehension by Snowball Throwing Approach at SMP Bany Khozin Bangsalsari in the 2017/2018 academic year".

1.2. The Problem of the Research

Based on the background of the study mentioned above, the problem of the research is formulated as follows : How Snowball Throwing Approach improve the eighth grade students reading comprehension at SMP Bany Khozin Bangsalsari in the 2017/ 2018academic years

1.3. The Objectives of the Research

The objective of this research referring to the research problem is to find out how Snowball Throwing can improve the eighth grade students reading comprehension at SMP Bany Khozin Bangsalsari in the 2017/ 2018 academic years.

1.4. The Operational Definition of the Terms

The operational definition will guide the researcher to understand the concept about the study. It enables the researcher and the readers to get mutual understanding of the concept studied.

1.4.1. Reading Comprehension

Reading comprehension refers to the ability of students to comprehend the content of the text. It covers literal reading comprehension and inferential reading comprehension. Literal reading comprehension refers to the students' ability to find specific information that is explicitly stated in the text. Reading a load refers to the students' ability to find general information that is implicitly stated in the text. Reading comprehension refers to the students' scores from the result of their reading comprehension test.

1.4.2. Snowball Throwing

Snowball Throwing is one of cooperative learning methods using wads of papers threw to other students, contained some problems and then the certain student who gets the snowball has to answer the questions inside the crumbled paper. Moreover, by using this method the students are more active to participate in learning process because they are required to make questions to be answered and solved by other students.

1.5 The Significances of the Research

The result of this research is expected to be useful for the English teacher, the students, and the writer.

1.5.1 The English Teacher

The result of this research is expected to be useful for the English teacher as an input and consideration to apply Snowball Throwing Approach in the teaching of reading.

1.5.2 The Students

The actions given to the students are expected to give them learning experience by using Snowball Throwing approach to improve their reading comprehension. Further, the actions given make the students able to practice applying this method in reading instruction.

1.5.3 The Writer

This research gives the writer experience in doing Snowball Throwing approach in teaching learning process especially in teaching reading as the teacher

one of the language skill. Further, it will be useful for the writer in the future as guidelines in teaching learning process.

1.6 Scope of the Research

This research is intended on the use of Snowball Throwing Approach to improve the students reading comprehension achievement at SMP Bany Khozin Bangsalsari in the 2017/ 2018 academic year.

