

**THE INFLUENCE OF SNOWBALL DRILLING TECHNIQUE  
TOWARDS TUDENTS' READING COMPREHENSION AT  
THE SECOND SEMESTER OF THE EIGHTH GRADE OF  
SMP NEGERI 1 PENENGAHAN SOUTH LAMPUNG  
IN 2017/2018 ACADEMIC YEAR**

(A Thesis)

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

**By**

**Doni Ari Setiawan  
NPM : 1011040067**

**Study Program : English Education  
Advisor : Syofnidah Ifrianti, M.Pd  
Co-Advisor : Iis Sujarwati, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2018**

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## ABSTRACT

### THE INFLUENCE OF SNOWBALL DRILLING TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 PENENGAHAN SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR

By:  
**Doni Ari Setiawan**

Based on the phenomenon that was founded in preliminary research, most of the eighth grade students at SMP Negeri 1 Penengahan South Lampung still had problems in reading. There many students have difficulty to get information required reading the text. Moreover, it was interested to find out the problem and solution by using Snowball Drilling Technique in reading comprehension.

This research used quasi experimental method as a methodology of the research with the treatment held in 3 meetings and took two classes as the sample of the research, one class as the experimental class in 8B consisting of 40 students and one class as the control class in 8D consisting of 40 students. The population of the research was the eighth grade of SMP Negeri 1 Penengahan South Lampung. Then, this research used instrument of the research in the form of multiple choice question to collect the data which had been tried out. After conducting the treatments, the instruments were used for the pre-test and post-test.

In the data analysis, the result showed that there is a significant influence of using Snowball Drilling Technique towards students' reading comprehension at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung. From the data analysis, it was obtained that  $T_{\text{observed}} = 3.81$ . It's means  $H_a$  is accepted because  $\text{Sig. } (T_{\text{observed}}) < \alpha = 0.05$ . Therefore, there is a significant influence of Snowball Drilling Technique towards students' reading comprehension at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung.

**Key words:** Reading Comprehension, Snowball Drilling Technique.





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**THE INFLUENCE OF SNOWBALL DRILLING  
TECHNIQUE TOWARDS STUDENTS' READING  
COMPREHENSION AT THE SECOND SEMESTER  
OF THE EIGHTH GRADE OF SMP NEGERI 1  
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**ADMISSION**

A thesis entitled: **THE INFLUENCE OF SNOWBALL DRILLING TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 PENENGAHAN SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR** by: **Doni Ari Setiawan, NPM: 1011040067, Study Program: English Education**, was tested and defended in the examination held on: **Wednesday, August 8<sup>th</sup> 2018**.

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## MOTTO

وَهَدُّوْا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهَدُّوْا إِلَى صِرَاطِ الْحَمِيدِ ﴿٢٤﴾

And they had been guided [in worldly life] to good speech, and they were guided to the path of the Praiseworthy. (Al-Hajj: 24) <sup>1</sup>



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<sup>1</sup> Qur'an, available at: <http://quran.com/22-24> [August 30<sup>th</sup>, 2017]

## DECLARATION

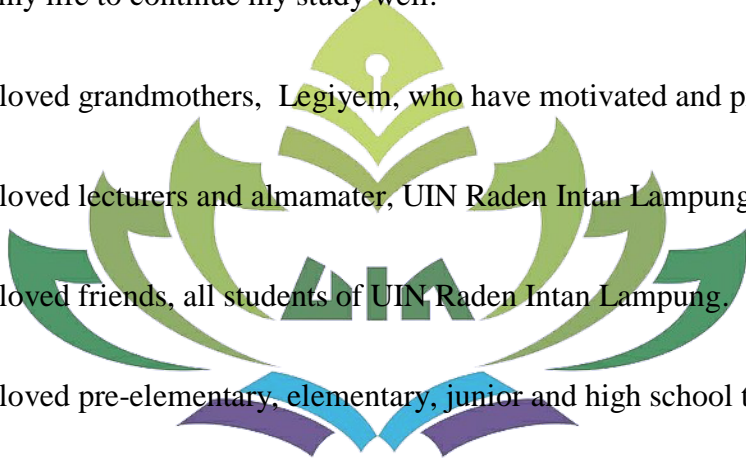
I hereby certify that this thesis entitled “The Influence of Snowball Drilling Technique towards Students’ Reading comprehension at the Eighth Grade of SMP Negeri 1 Penengahan in 2017/2018 Academic Year ” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



## DEDICATION

This thesis is dedicated to:

1. My beloved Mother, Sriyanti and Father, Zarkoni, who have given the best inspirations, pray, love and everything for me.
2. My beloved sister, Dwita Asti Agustini who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved grandmothers, Legiyem, who have motivated and prayed for me.
4. My beloved lecturers and almamater, UIN Raden Intan Lampung.
5. My beloved friends, all students of UIN Raden Intan Lampung.
6. My beloved pre-elementary, elementary, junior and high school teachers.





## CURICULUM VITAE

The writer was born in Pasuruan, on March 14<sup>st</sup> 1992. He is the first child of Mr. Zarkoni and Mrs. Sriyanti. He has one sister whose name Dwita Asti Agustini.

The writer began his study at SD 2 Pasuruan Lampung Selatan, and graduated in 2004, and he continued to SMP Al-Kautsar Bandar Lampung, graduated in 2007. Afterwards, he continued his study to senior high school at SMANegeri 1 Kalianda, graduated in 2010. Then in 2010 he was registered as a student of IAIN Raden Intan Lampung at English Education Department and Teacher Training Faculty.

The organization that he had followed are:

- 
- Member of OSIS SMA Negeri 1 Kalianda.
  - Member of ROHIS SMA Negeri 1 Kalianda .
  - Member OSIS SMP Al-Kautsar Bandar Lampung
  - Member of Drumband of SMP Al-Kautsar Bandar Lampung.

## ACKNOWLEDGEMENT

In the name of Allah the Beneficent and the Merciful. All praise is merely to Allah the Almighty, the Lord of the world who has bestowed upon the writer in completing this thesis. Peace and blessing upon our prophet Muhammad SAW. Peace be upon him, his families, his companions and his followers. This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

It is important to know that the thesis would never come into existence without any supports, encouragements and assistances by several gorgeous people. It is the greathonor for the writer to make acknowledgement of indebtedness to convey hersincere gratitude to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty who has given an opportunity and for bearance to the writer when on going the study until the accomplishment of this thesis.
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9. All her friends in UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither is this thesis. Any suggestions, comments, and criticisms for the improvement of this thesis are always openheartedly welcome.

May Allah, the Almighty, bless them all *aamiin*.

Bandar Lampung, April 2018  
The Writer,

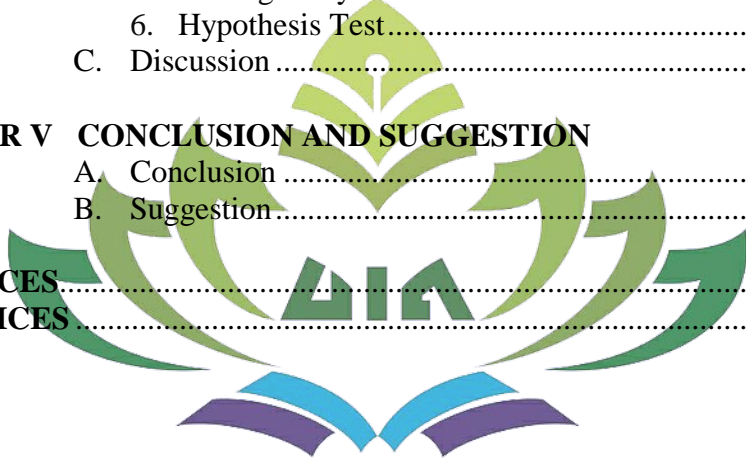
Doni Ari Setiawan

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language operated within its own system that is within recurring patterns or arrangements which are meaningful to speakers. As a basic feature of language system is that it contains few basic sentence, which is used by people in particular culture to communicate or to interact, to understand and to speak about something.

Brown says that language is a system of arbitrary, vocal symbols which allow people in a given culture or other people who have learned the system of that culture, to communicate or to interest. People require a language to interact with others from different countries. In order to be able to communicate, they need a language in common. With a language, they can express their feelings, thoughts, and experiences.

English is an international language used by most of people throughout the world. They use it to communicate with other people from different countries. English is widely used in some fields such as education, economics, politics and trade. Moreover, English plays a big role in the globalization era.

In Indonesia, English is taught as one of the compulsory subjects which are taught from elementary school to university. By learning English, the students are expected to be able to communicate in English both in written and spoken forms. Thus they have to master the four skills; listening, speaking, reading and writing. They should be taught skilfully and communicatively in learning process in order to achieve the goal of Indonesian curriculum.

Although English has been taught to the students since elementary school until university, it is still difficult for them to use it in their daily lives. They still find difficulties to communicate with other people either orally or in a written form especially in reading skills. Furthermore, Suyanto states that there are several factors that can be causes of low reading comprehension for English learners in Indonesia. They are as follows:

1. English in Indonesia is considered as a foreign language. English is not used in daily activities.
2. Learning English is not stressed in reading comprehension but more focus on structure and vocabulary.
3. Ashamed and fear of making mistakes.



4. English is not considered as necessity.<sup>1</sup>

Based on the preliminary research at SMP Negeri 1 Penengahan, it was found that most of the eighth grade students still had problems in reading. Sujadmiko, the English teacher of SMP Negeri 1 Penengahan, stated that most of the eighth grade students still had difficulties in reading skill.<sup>2</sup> Their achievement in English was low. Consequently, most of them got scores below the criteria of minimum mastery (KKM), 70. Below is the table of the reading score of the eighth grade students of SMP Negeri 1 Penengahan.

**Table 1**  
**The Students' Score of Reading Comprehension at the Eighth Grade of SMP Negeri 1 Penengahan in 2017/2018 Academic Year**

No.	Score	Number Of Students	Percentage
1	≥70	78	42.39%
2	<70	106	57.61%
		184	100%

*Source: Document of Students' score for reading at the eighth grade students of SMP Negeri 1 Penengahan in 2017/2018 academic year*

From the table above, it can be said that there are more students who got lower scores or got scores below the criteria of minimum criteria (KKM) 70, as 106 out of 184 students or 57.61% than those who get scores above the criteria of minimum mastery, as 78 students or 42.39%. In other words, the students' ability in reading comprehension is low.

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<sup>1</sup>Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p.57

<sup>2</sup>Heru Sujadmiko, English teacher, at SMP Negeri 1 Penengahan, on December 21, 2016, *An interview*, Unpublished.

From the result of interview to one of English teacher, it was found that the students got problems with their reading. They were less motivated to learn English. Furthermore, he found it difficult to find appropriate teaching techniques to be used to help the students mastering reading skill. On the other side, the writer also interviewed 10 students of the eighth grade, and they said that most of the students had difficulties in mastering reading because they felt uncomfortable and bored of the technique used by the teacher. Besides, they said that the teacher used a monotonous technique in teaching reading which the teacher only used one technique during activities. Consequently, they felt unmotivated to learn English, especially to learn reading.<sup>3</sup>

Based on the problems faced by the teacher in teaching reading and that faced by the students in mastering reading, the writer would like to conduct a research regarding to the teaching technique used by the teacher that can support his teaching of English especially for teaching reading to the students. Thus the writer would like to use Snowball Drilling as a teaching technique particularly for teaching reading. Snowball Drilling is challenging that there is element of fun inside this strategy, because the students try to be the winner in group, in other word, the game creates cooperation and competition. So it makes the situation lively. The result of that, the students will follow the lesson enthusiastically and feel fun in their area. Snowball Drilling is one of

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<sup>3</sup>The eighth grade students of SMP Negeri 1 Penengahan, on December 21, 2016, *An Interview*, Unpublished.

cooperative learning strategies used for strengthening knowledge on certain lessons based on reading passages<sup>4</sup>.

In the research the writer found out the influence of Snowball Drilling towards students' reading comprehension. Therefore, the writer entitles this research: The Influence of Snowball Drilling Techniquetowards Students' Reading comprehensionat the EighthGrade of SMP Negeri 1 Penengahan South Lampung in 2017/2018 Academic Year.

## **B. Identification of the Problem**

Seeing the background of the problem above, the writer identifies that there are three problems:

- a. The students found difficulties in mastering reading. It can be seen from their scores of examinations.
- b. The students felt bored of the technique used by the teacher in teaching reading. They felt unmotivated to learn English, especially to learn reading in the class.

## **C. Limitation of the Problem**

Considering the problems above, the writer limits the research only on the influence of Snowball Drilling technique towards students' reading

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<sup>4</sup>Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar. 2010). p. 105.



comprehension at the second semester of the eighth grade of SMP Negeri 1 Penengahan 2017/2018 academic year.

#### **D. Formulation of the Problem**

In this research, the writer would like to formulate a problem as follows:

“Is there any significant influence of Snowball Drilling technique towards students’ reading comprehension at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung in 2017/2018 academic year?”

#### **E. Objective of the Research**

The objective of the research is:

To know whether there is significant influence of Snowball Drilling technique towards students’ reading comprehension at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung in 2017/2018 Academic Year.

#### **F. Uses of the Research**

The writer expects that the research can be used to:

1. Theoretically, give the information to the English teachers about teaching reading by using Snowball Drilling technique and encourage the students to use English in their daily reading.

2. Practically, inform the readers about the students' and teacher's problems that will arise during the teaching learning of reading by using Snowball Drilling technique.

#### **G. Scope of the Research**

The writer determines the scope of the research as follows:

##### 1. Subject of the Research

The subject of the research was the eighth grade students of SMP Negeri 1 Penengahan in 2017/2018 Academic Year.

##### 2. Object of the Research

The object of the research was the use of Snowball Drilling technique in teaching reading skill.

##### 3. Place of the Research

The research was conducted at SMP Negeri 1 Penengahan.

##### 4. Time of the research

The research was conducted at the second semester of 2017/2018 Academic Year.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Teaching English as a Foreign Language**

In technology age, communication becomes more important. People want to get information as much as possible. Mastering one language is not enough to get sufficient information for the people who are not in English speaking country. We know that English is an international language in the world. A lot of people use English in their daily activities, for example in business, flight, finance, and education.

In learning a language, in this case English, the students have to master the language skills such as listening, speaking, reading, and writing. The students also have to master language component. They are pronunciation, vocabulary, and grammar. In this research, the writer focuses attention on teaching and learning reading because we all know that the reading is one of the components in language skill.

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods.



A method that is based on the assumption that we learn another language as a child learns his/her native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United State of America, where the people should learn English in the condition where the language is used for communication in their daily lives.<sup>1</sup>English as a foreign language has different characteristics from the mother tongue. Although the students have learned it for years, they still get difficulties in mastering and using it in daily communication. Therefore, it is supposed to a hard work for the teacher to help them learn and master the language.

Based on the statement above, the researcher assumes that in teaching English as a foreign language the teacher should prepare the material instructions and application of techniques well. Since language teaching and learning can be regarded as a process, the first role is to facilitate the communication process between the participants and the various activities. In addition, teaching means facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instructions, guiding in study of something,

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<sup>1</sup>Ag BambangSetiyadi, *Teaching English As a Foreign Language*,(Yogyakarta: Graha Ilmu, 2006), p.20

proving with knowledge, causing to know or understand.<sup>2</sup> Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>3</sup> It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.

According to the statement above the writer concludes that the students should be given an interesting technique to stimulate them. It is also supported by the basic educational local curriculum objective that is to raise students' interest and delight in studying English. The material of local content can be adjusted to needs and situation of the school. Based on those theories, the researcher assumes that Learning English as foreign language is not a simple thing. It is not only to know English as foreign language itself, but also to learn it. In other word, that the objective of learning English is not only to accumulate the

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<sup>2</sup>H.D. Brown, *The Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p.7

<sup>3</sup>D.A. Wilkins, *Lingusitics in Language Teaching* ,(London: Edward Arnold Publisher, 1980), p.7

knowledge of the language, but at last, we should have good performance in speaking English for daily communication.

## **B. Concept of Reading**

Reading means the communication, in other words, through reading the readers are expected to be able to catch the writer's idea and directly have the perception in their mind about what they have read.

Brown states that reading is subject to variability within the effective domain.<sup>4</sup> It means that reading is a tool to reach the success in teaching learning activities. In other words, it can be said that reading is very important to the students to broaden their knowledge from varied resources, because by reading the students get many kinds of information that they need to support their skill when they graduate from their school.

Besides, Wallace also states that reading is the most important resource that any potential reader possesses, whether reading in a first or any other language, is an awareness of the way in which we use language.<sup>5</sup> Furthermore, he also adds that reading is so much a part of daily life for those of us who live in literate communities that much of the time we hardly consider either the purposes or

---

<sup>4</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (San Fransisco:2001), p.300

<sup>5</sup>Catherine Wallace, *Reading*, (New York : Oxford UniversityPress, 1992) , p. 3

processes involved.<sup>6</sup> It means that reading is very important for us because after reading the reader can get knowledge or information about the development of the world.

Harmer also says that reading is useful for language acquisition. Provide that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge on their spelling and on their writing.<sup>7</sup>It means that reading is a good for students' vocabulary knowledge and language acquisition.

In conclusion, it can be said that reading is an active cognitive process of interacting through printed and monitoring comprehension to establish meaning, simultaneous association of these symbols with existing knowledge and comprehension of reading a book. It means that reading is a process of sharing information, knowledge, belief, or ideas. In other words, it can be said that reading is a conversation between a writer and a reader.

### C. Concept of Reading Comprehension

Reading is not a simply calling out the names of words, but it is a complex intellectual process to make sense of the meanings of the words and the messages of the text. Besides that, reading is as the meaningful interpretation of

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<sup>6</sup>*Ibid*, p.5

<sup>7</sup>Jeremy Harmer, *Improving Reading Skills in English for University Students*. (New York:2006), p.99



printed or verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols representing the language and the readers' language skills, cognitive skills, and the knowledge of the world.

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>8</sup> In addition, Klingner says that reading comprehension involves much more than readers' response to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text.<sup>9</sup> In other words, it can be concluded that reading comprehension is a process of interaction between the reader and the text in which the reader relates the idea from the text to his or her prior experience or knowledge. Comprehension is really a process by which the reader constructs meaning by interacting with the text.

Harmer states that to know the students' reading comprehension score, especially in reading, there are some criteria that are commonly used, they are as follows:

1. Main idea or topic
2. Inference/ implied detail
3. Grammatical features

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<sup>8</sup>H. Douglas Brown. *Op.Cit*, p.99

<sup>9</sup>Janette Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: Guildford Press, 2007), p.2

4. Detail /scanning for specific detail
5. Excluding facts/not written /unstated details
6. Supporting ideas
7. Vocabulary in context.<sup>10</sup>

From the explanation above, it can be concluded that the reading comprehension is their ability to understand main idea, inference, grammatical features, excluding facts, supporting idea and vocabulary in a text. And the student's reading comprehension is the students share their information, knowledge, belief, or ideas from the texts given.

#### **D. Concept of Snowball Drilling**

Snowball Drilling is challenging that there is element of fun inside this technique, because the students try to be the winner in group, in other word, this game creates cooperation and competition. So it makes the situation lively. The result of that, the students will follow the lesson enthusiastically and feel fun in theirclass.

Suprijono states that Snowball Drilling is one of cooperative learning technique used for strengthening knowledge on certain lessons based on reading passages<sup>11</sup>. Through this technique, the students can get better comprehension

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<sup>10</sup>Jeremy Harmer, *Op.Cit*, p.206.

<sup>11</sup>Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar, 2010), p.105.

since they have to answer a set of questions about reading materials provided by the teacher. In this case, the students have to answer the questions in turns. If a question cannot be answered by a student, another student has to help to answer it. At the end of the lesson, the teacher sums up the lesson in order that the students get better comprehension on the material they learned.

### **E. Procedure of Teaching Reading by using Snowball Drilling Technique**

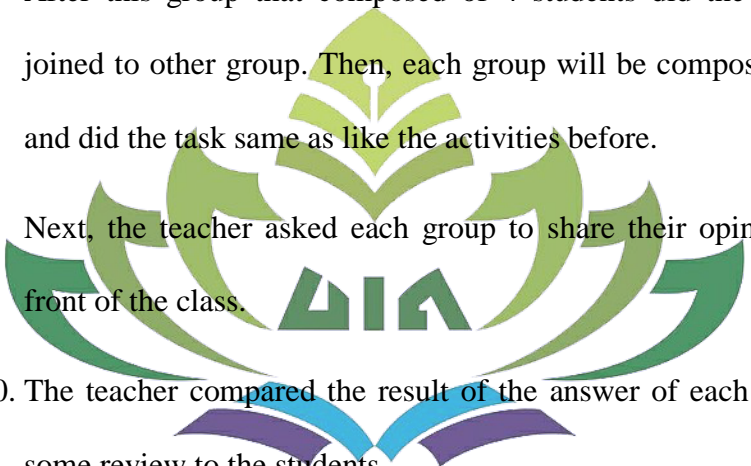
Below is the procedure of teaching reading thorough Snowball Drilling:

#### **a. Pre activities**

1. The teacher greets the students.
2. The teacher prepares the material of reading.
3. The teacher does brainstorming.

#### **b. Whilst activities**

1. The teacher introduces Snowball Drilling to the students.
2. The teacher explains about the procedure of using Snowball Drilling.
3. The teacher distributes the material to the students.
4. The teacher asks the students to work in pairs or peers.
5. The teacher asked the students to discuss and answer in pairs.

6. After the students' pairs got an answer of the question, they were joined to other pairs then formed groups that be composed of 4 students for each group.
  7. This group that be composed 4 students did the task same as like work in pairs. This activity can be done by comparing the answer that gotten from each work in pairs before. It should be clear that the answer must be agreed by all member of the group.
  8. After this group that composed of 4 students did the task, they were joined to other group. Then, each group will be composed of 8 students and did the task same as like the activities before.
  9. Next, the teacher asked each group to share their opinions or ideas in front of the class.
  10. The teacher compared the result of the answer of each group and gave some review to the students.
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### **c. Post activities**

1. The teacher asks the students about the result of their reading task orally.
2. The teacher does reflection.
3. Finally, the teacher closes the meeting<sup>12</sup>.

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<sup>12</sup>Suprijono, *Op.Cit*, p.106



## F. Advantages and Disadvantages of Snowball Drilling

There are several advantages and disadvantages of using Snowball Drilling:<sup>13</sup>

### 1. Advantages

- a. It is cooperative learning technique. Through the cooperative, the students are not too dependent on the teacher.
- b. Snowball Drilling as a cooperative learning technique can develop the the student's reading comprehension.
- c. Snowball Drilling is able to help the students to care for others and the students are able to solve their own problems together.

Therefore, from the advantages above, the writer concludes that Snowball Drilling gives positive influence and the students' reading skill will be increased because in this technique there is a cooperative learning technique. It motivates students to follow the lesson.

### 2. Disadvantages

- a. Assessment in cooperative learning technique is based on group work.
- b. Effort in developing a group consciousness requires a fairly long period of time.
- c. The noisy class will be happened.

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<sup>13</sup>Snowball Drilling <http://nadhirin.blogspot.com/2008/08/metode-pembelajaran-efektif>, taken february 12th 2015

Therefore, from the disadvantages above, the researcher concludes that the noisy situation maybe happened because this game all students are busy in this activity, the teacher should be wise in handling the teaching learning process, to make less students in crowded. To solve the problem of noisy class, the teacher should be wise to manage the class and give pay attention for the passive students.

### **G. Concept of Pre-questioning**

Pre-Questioning implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation. Furthermore, their cognitive factors and pre-questioning are useful to active the schemata. Thus the students can predict what will be faced by them in reading text.<sup>14</sup>

There are some kinds of pre-questioning, they are: (1) pre-questioning before reading to confirm expectations, it means as a tool of placing great emphasis on the lead in stage, encourages the student to predict the content of the text, (2) pre-questioning before reading to extract specific information, it means as a tool to force the student to extract specific information from the text, and they are going to answer before going to the reding the text, (3) Pre-questioning before reading for general comprehension, it used to build up the students' prior

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<sup>14</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, (San Fransisco: 2001), p.172

knowledge, (4) and pre-questioning before reading for detail comprehension, it intends to give the students some detailed information that found by them in the whole of the text.<sup>15</sup>

In this reserch, the writer only concerns two kinds of pre-questioning, they are: pre-quetioning before reading comprehension and pre-questioning before reading to confirm expectations. Because it is the used for whole activities in this technique.

Kinds of pre-questioning activity, they are:

1. Asking questions.
2. Showing pictures.
3. Giving unfinished pictures and asking the students to guess what kind of pictures.
4. Predicting.

#### **H. Frame of Thinking**

Based on the preliminary research, it was found out that the students got difficulty when they learned reading or when they had to read a text. This was

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<sup>15</sup>Jeremy Harmer, *“The Practice of English Language Teaching”*.(New York : Longman, First Edition, 1985), p.153

because the teacher did not use effective and interesting techniques to teach reading. Consequently, they got bored and found difficulties to understand. In other words, it can be said that they were not motivated to learn reading. On the other side, they might think that the teacher was monotonous and uncreative in teaching reading.

In relation to the teaching of reading and referring to the frame of the theories mentioned before, the writer assumes that Snowball Drilling technique is a suitable technique for teaching reading because it generally can motivate students in learning English particularly reading and gain a better achievement in English subject and specifically improve students' reading comprehension.

Based on the theories used in this chapter the researcher assumed that there is an influence of Snowball Drilling technique towards students' reading comprehension because this technique is interesting and live situation of class. The researcher also assumed in this technique there are some disadvantages that the noisy situation may be happened because this technique all students are busy in this activity, the teacher should be wise in handling the teaching learning process, to make less students in crowded.

## **I. Hypothesis**

Based on the theories and frame of thinking, the researcher proposes the following hypotheses:



$H_a$  : There is a significant influence of using Snowball Drilling Techniquetowards students'reading comprehension.

$H_o$  : There is no significant influence of usingSnowball DrillingTechnique towards students'reading comprehension.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the writer used quantitative method which is intended to see the students' reading comprehension particularly their reading fluency after he implements Snowball Drilling technique. Besides, the writer used quasi experimental method. Setiyadi states that quasi experimental method has three basic characteristics: (1) a control group (or group) is present, (2) the students were randomly selected and assigned to the groups, and (3) a pre-test is administered to capture the initial differences between the groups<sup>1</sup>.

Consequently, the writer employed two classes of students, one class as an experimental class and the other as a control class. In this research, the students in the experimental class had been given the treatment (X) by using Snowball Drilling; the students in the control class (O) had been given treatments pre-questioning technique. The design is illustrated below:

G1 = T1 X T2

G2 = T1 O T2

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<sup>1</sup>Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.135

Notes:

- G1 = The first group (experimental class)
- G2 = The second group (control class)
- T1 = Pre-test
- T2 = Post-test
- X = Treatment through Snowball Drilling
- O = Treatment through Pre-questioning.<sup>2</sup>

## B. Variables of the Research

A variable can be classified according to how they are measured and according to their functions in the research<sup>3</sup>. Thus, it can be classified as dependent and independent variables.<sup>4</sup>

In this research, there are two variables; they are as follows:

1. The independent variable of the research was using Snowball Drilling symbolized with (X).
2. The dependent variable of the research was students' reading comprehension with (Y).

## C. Operational Definition of Variables

The operational variables in this research are as follows:

1. Snowball Drilling is one of cooperative learning technique used for strengthening knowledge on certain lessons based on reading passages by which the students can get better comprehension since they have to answer

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<sup>2</sup>*Ibid.*, p.22

<sup>3</sup>*Ibid.*, p.12

<sup>4</sup>*Ibid.*, p.19

a set of questions about reading materials provided by the teacher. In this case, the students have to answer the questions in turns. If a question cannot be answered by a student, another student has to help to answer it.

2. The students' reading comprehension is the ability of the students to understand a text by constructing meaning through interacting with the text.

#### D. Population, Sample, and Sampling Technique

##### 1. Population of the Research

Arikunto states that population is a set or collection of all elements consisting of one or more attributes of interest.<sup>5</sup> In this research, the population was the eighth grade students of SMP Negeri 1 Penengahan in 2017/2018 academic year. The number of students was 144 distributed in 4 classes.

The distribution of the population can be seen in the following table<sup>6</sup>:

**Table 2**  
**The Total Number of the Eighth Grade Students of SMP Negeri 1 Penengahan in 2017/2018 Academic Year**

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	8A	20	19	39
2	8B	17	23	40
3	8C	21	19	39
4	8D	18	22	40
Total				158

*Source: Documentation at the tenth grade students of SMP Negeri 1 Penengahan in 2017/2018 academic year*

<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Rineka Cipta: Jakarta, 2006), p.131

<sup>6</sup>Dokumentation of SMP Negeri 1 Penengahan in 2017/2018

## 2. Sample of the Research

Arikunto says that sample is the part of population which will be investigated.<sup>7</sup> Thus, in this research, the writer took two of eight classes as the sample. He took the two classes as control class and experimental class.

## 3. Sampling Technique

To determine the experimental class and the control class, the writer applied cluster random sampling technique. As Kothari states that in cluster sample, if the total area of interest happens to be a big one, a convenient way in which a sample can be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or samples of) units in these small areas or clusters<sup>8</sup>.

Here are the steps in determining the experimental and control classes:

1. First, the writer provided 4 pieces of paper consisting of the four classes, 8A, 8B, 8C, and 8D.
2. Next, the writer roll those pieces of paper and puts them into a box.

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<sup>7</sup>*Ibid.*, p.272

<sup>8</sup>C.R. Kothari. *Research Methodology Methods and Techniques*. (New Delhi: New Age International Limited Publishers, 2004), p.65



3. Then, he shook the box until the first rolled paper comes out of it and then this rolled paper was taken as the experimental class (8B) and, the second rolled paper was as the control class (8C).

## **E. Data Collecting Technique**

In this research the writer used the data which are taken from:

### **a. Pre-test**

Pre-test is administered to know the students' reading comprehension before the treatments. In the test, the students answer the questions on a reading text based on the topics provided. The writer gave the pre-test to both control and experimental classes.

### **b. Post-test**

Post-test is administered to know the students' reading comprehension after they are given the treatment by using Snowball Drilling. The topics tested in the post-test were the same as those in the pre-test. The writer gave the post-test to both control and experimental classes.

### **c. Try-out test**

Try-out test was used to know validity and reliability level of the test instrument.

## F. Instrument of the Research

The instrument of the research was objective test. The writer prepared two instruments, pre-test and post-test. The instrument of pre-test and post-test was about answering questions based on reading texts. In this case, the students had to answer questions about narrative text. The test consisted of 40 items and it has to be done within 40 minutes. This items was adopted from text book of eight grade.

### a. Pre-test instrument

**Table 3**  
**Blue print of Pre-test**

No.	Criteria	Item number	Total
1.	Main idea (topic)	1,2,13,26, 27,31	6
2.	Inference (implied detail)	3,18,19,23, 32	5
3.	Grammatical feature	12, 14, 20,29, 33,39	6
4.	Detail ( scanning specifically stated detail )	5,6, 15, 21,34	5
5.	Excluding fact/not written unstated detail	24, 25, 26, 28, 35	5
6.	Supporting idea	7, 8, 11, 22, 36,	5
7.	Vocabulary in context	4, 9, 10, 16, 17, 37,38, 40	8
	Total		40

## b. Post-test instrument

**Table 4**  
**Blue print of Post-test**

No.	Criteria	Item number	Total
1.	Main idea (topic)	1, 2, 13, 26, 27,311	6
2.	Inference (implied detail)	3, 18, 19, 23, 32	5
3.	Grammatical feature	12, 14, 20, 29,33, 39	6
4.	Detail ( scanning can specifically stated detail )	5, 6, 15, 21, 34	5
5.	Excluding fact/not written unstated detail	24, 25, 26, 28, 35	5
6.	Supporting idea	7, 8, 11, 22,36	5
7.	Vocabulary in context	4, 9, 10, 16, 17, 37,38,40	8
	Total		40

## G. Research Procedure

In this research, the writer conducted three steps, they are as follows.

### 1. Planning

Before applied the research, the writer made planning to run the application well. There are some steps that should be planned by the researcher, there are as follows:

a. Determining subject

The writer determined subject; in this phase the writer chose the students at the eighth grade of SMP Negeri 1 Penengahan as subject of research, that one class is as the experimental class and the other one was as the control class.

b. Preparing try out

The writer prepared try out to test the instruments that the writer prepared for pre-test and post-test to out of sample.

c. Preparing pre-test

The writer prepared a kind of test (called pre-test) that given to the students. It used the test instrument that already has tried out before.

d. Determining material to be taught

The writer determined material that taught to the students with kind of texts.

e. Preparing post-test

The writer prepared a kind of test (called post-test) that given to the students. It used the test instrument that already has treatment before.

## 2. Applying

After planning, the next step was applying the research procedure that has been already planned. The steps are as follows:

- a. In first meeting, the writer gave try out test
- b. In second meeting, the writer gave pre-test with the test items after determined by validity and reliability analysis of try out. It means that only valid and reliable test items used in pre-test.
- c. After giving pre-test to students, the writer conducted treatment in the control class with pre-questioning technique and snowball drilling technique in the experimental class.
- d. In last meeting, the writer gave post – test with test items after determined by validity and reliability analysis of try out. It means that only valid and reliable test items used in post test.

## 3. Reporting

The last step that should be done in the research procedure was reporting. There are three steps which will be done in reporting. The steps are as follows:

- a. Analyzes data that received from try out test.
- b. Analyzes data that received from pre-test and post – test.



c. Makes report on the finding.

## H. Scoring System

Before giving the score, the writer determined the scoring system to give scores on the students' work. In this case, the writer will use Arikunto's formula. Below is the formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S : Student's score

r : total correct answers

n : total number of items

## I. Validity and Reliability of the Test

### 1. The Validity of The Test

In the research the writer used construct and content validity. Construct means that the researcher will make the test items by himself and it is consulted by the experts and content validity means that the material of test will be designed based on the current curriculum.

### 2. The Reliability of The Test

The writer used Split-Half method to measure reliability test on this research. To know this the writer did some steps, they are:

1. The test determined by using 'Product Moment' formula as follow:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Notes:

- $r_{xy}$  = The correlation between X and Y
- n = The number of student in the sample
- $\sum X$  = The number of X score (odd items)
- $\sum Y$  = The number of Y score (even items)
- $\sum X^2$  = The number of squares of X scores
- $\sum Y^2$  = The number of squares of Y scores
- $\sum XY$  = The total of X and Y

2. Then he will use 'Spearman Brown' formula to determine the reliability of the test as follow:

$$r_{gg} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

- $r_{gg}$  = The reliability of the test
- $r_{xy}$  = The reliability of half of the test
- 1&2 = Constant number

3. Next step, the writer will consult the result to the criteria of reliability as follows:

- Between 0,800 until 1,000 (Very High)
- Between 0,600 until 0,800 (Enough)
- Between 0,400 until 0,600 (Rather low)
- Between 0,200 until 0,400 (Low)
- Between 0,000 until 0,200 (Very Low)<sup>9</sup>

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<sup>9</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta, 2005), p.245

## J. Data Analysis

### 1. Normality of Data

It was used to know whether the data of two classes are normally distributed or not.

With formula :

$$\chi^2_{cal} = \sum_{cal=1}^k \frac{(O_i - E_i)}{E_i}$$

Note :

O<sub>i</sub> = Observed frequency

E<sub>i</sub> = Expected frequency

### 2. Homogeneity Test of Variance

It was used to know whether the data are homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{S^2(\text{The Highest Variance})}{S^2(\text{The Lowest Variance})}$$

Note:

F = The homogeneity of variance

S = Standard deviation

The hypotheses were:

H<sub>0</sub> = The variance of the data are homogeneous

$H_a$  = The variance of the data are not homogeneous

The criteria was accepted  $H_0$  if  $F\text{-cal} < F\text{-tab}$ .

### 3. The Hypothesis Test

It was used to prove the hypotheses proposed by the writer whether they are accepted or not.

The formula of t-test is as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note :

$\bar{X}_1$  = The average score of Experimental Class

$\bar{X}_2$  = The average score of Control Class

$n_1$  = The total of students of Experimental Class

$n_2$  = The total of students of Control Class

$S_1^2$  = The deviation of Experimental Class

$S_2^2$  = The deviation of Control Class

$S$  = The combination deviation standard<sup>10</sup>

Based on the theories and frame of thinking, the writerproposed the following hypotheses:

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<sup>10</sup>Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 1995), p.239

$H_a$  : There is a significant influence of using Snowball Drilling Technique towards students' reading comprehension.

$H_o$  : There is no significant influence of using Snowball Drilling Technique towards students' reading comprehension.

While the criteria for acceptance and rejection of the hypothesis were:

$H_o$  is accepted if  $\text{Sig. } (T_{\text{observed}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (T_{\text{observed}}) < \alpha = 0.05$





## CHAPTER IV

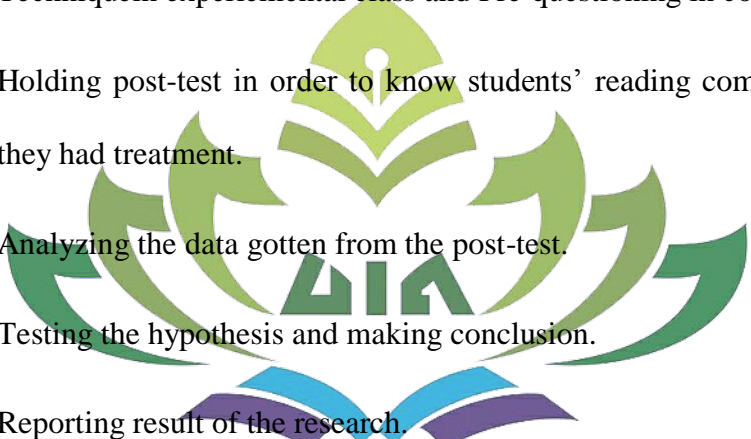
### RESULT AND DISCUSSION

#### A. Research Procedure

The documentation of score of students was taken by the writer to know about the situation and condition of students and teachers of SMP Negeri 1 Penengahan. This research was held at the eighth grade of SMP Negeri 1 Penengahan South Lampung in academic year of 2017/2018. Before conducting the reseach the writer asked permission to the headmaster and also to the English teacher to get information about the students' ability in English.

Furthermore, the writer conducted the reseach by the following steps:

1. Doing peliminary research
2. Determining the subject of the research, that is students at the eighth grade of SMP Negeri 1 Penengahan.
3. Determining sample of the research, by using Cluster Random Sampling Technique.
4. Dividing the subject into two groups / two classes, that is experimental class (8B) and control class (8D).

5. Holding try out test to know the validity and reliability of the test, it was given to the students out of the samples. They are the students of 8A class as try out class for test instrument consisting of 30 students.
  6. Holding pre-test in order to know students' reading comprehension before they had treatment.
  7. Analyzing the data gotten from the pre-test.
  8. Performing the teaching and learning by using Snowball Drilling Technique in experimental class and Pre-questioning in control class.
  9. Holding post-test in order to know students' reading comprehension after they had treatment.
  10. Analyzing the data gotten from the post-test.
  11. Testing the hypothesis and making conclusion.
  12. Reporting result of the research.
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## **B. Analysis of Data**

### **1. The Result of Try Out Test**

Before conducting the research at SMP Negeri 1 Penengahan, the writer administered try out test to 8A class. The writer gave try out test about reading. The number of items prepared on try out test were 40 items and in consisting of

four options. The test items were tried out before begin used in pre and post-test. They were conducted in order to know the quality of the test as the instrument of the research.

In this research the writer used Split Half Method by using some steps as follows:

1. Performing the instrument test items to the students out of the sample of research.
2. Dividing the result to odd items and even items.
3. Analyzing the result by using Product Moment formula to know the coefficient correlation.
4. After determining the result of  $r_{xy}$ , the writer finding out the reliability of the test the writer uses "Spearman Brown's Formula".
5. Next step, the writer consulted the result to the criteria of reliability.

From the try out test was found that in pre-test got were 0.720 and it is consulted by Arikunto's criteria, it got enough reliability. It means that the test items of reading in pre-test can be used in this research. Try out test was found that in post-test was 0.695 and it is consulted by Arikunto's criteria, it got enough reliability. It means that the test items of vocabulary in pre-test can be used in this research. The Calculations of try out can be seen in the Appendix 1, and 2.

## **2. The Result of Experimental Class**

### **a. The Result Pre-Test of Experimental Class**

Before giving Snowball Drilling Technique, the writer gave pre-test to experimental class. In pre-test the writer got highest score is 70 and the lowest score is 30. The score of pre-test in experimental class can be seen in appendix 3.

### **b. The Result Post-Test of Experimental Class**

After giving Snowball Drilling Technique, the writer gave post-test to experimental class. In post-test the writer got highest score is 95 and the lowest score is 55. The score of post-test in experimental class can be seen in appendix 4.

## **3. The Result of Control Class**

### **a. The Result Pre-Test of Control Class**

Before giving Pre-questioning, the writer gave pre-test to control class. In pre-test the writer got highest score is 70 and the lowest score is 30. The score of pre-test in control class can be seen in appendix 5.

#### b. The Result Post-Test of Control Class

After giving Pre-questioning, the writer gave post-test to control class. In post-test the writer got highest score is 85 and the lowest score is 50. The score of post-test in control class can be seen in appendix 6.

### 4. Normality Test

#### a. Normality Test of Pre-Test and Post-Test in Experimental Class

Normality test was used to know whether the data was normally distributed or not. From the calculation of Appendixes 7 and 8, it is seen that :

$\chi^2_{observed}$  pretest of Experimental Class is 7.78

$\chi^2_{observed}$  posttest of Experimental Class is 7.81

Based on the score of  $\chi^2_{observed}$  pretest (7.78) <  $\chi^2_{critical}$  (9.49) and posttest

(1.7) <  $\chi^2_{critical}$  (7.81). Because of  $\chi^2_{observed}$  <  $\chi^2_{critical}$ , so  $H_0$  is

accepted which means that the data of pre-test in experimental class have normal distribution.

#### b. Normality Test of Pre-Test and Post-Test in Control Class

Normality test was used to know whether the data was normally distributed or not. From the calculation of Appendixes 9 and 10, it is seen that :

$\chi^2_{observed}$  pretest of Control Class is 8.06



$\chi^2_{observed}$  posttest of Control Class is 2.02

Based on the score of  $\chi^2_{observed}$  pretest (8.06)  $<$   $\chi^2_{critical}$ (9.49) and posttest (2.02)  $<$   $\chi^2_{critical}$ (7.81). Because of  $\chi^2_{observed} < \chi^2_{critical}$ , so  $H_0$  is accepted which means that the data of pre-test in experimental class have normal distribution.

## 5. Homogeneity Test of Variance

### a. Homogeneity Test of Variance in Pre-test of Experimental and Control Class

After population data that had been proven that have normal distribution, so the writer also conducted the test of homogeneity variance.

From the calculation of Appendix 12,  $F_{critical}$  at significance level of 0.05 is 1.69 and 0.01 is 2.11 since  $F_{observed}$  is less than  $F_{critical}$ , it means that the variance of the data in pre-test of control class and experimental class are homogeneous.

### b. Homogeneity Test of Variance in Post-Test of Experimental and Control Class

After population data that had been proven that have normal distribution, so the writer also conducted the test of homogeneity variance.

From the calculation of Appendix 13,  $F_{critical}$  at significance level of 0.05 is 1.69 and 0.01 is 2.11 since  $F_{observed}$  is less than  $F_{critical}$ , it means that the variance of the data in Post-Test of control class and experimental class are homogeneous.

## 6. Hypothesis Test

### a. Hypothesis Test between Experimental Class and Control Class in PostTest Score

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used Sudjana's formula for hypothetical test.

The formulas of hypothesis are:

$H_a$  : There is a significant influence of using Snowball Drilling Technique towards students' reading comprehension.

$H_o$  : There is no significant influence of using Snowball Drilling Technique towards students' reading comprehension.

While the criteria for acceptance and rejection of the hypothesis were:

$H_o$  is accepted if  $\text{Sig. } (T_{\text{observed}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. } (T_{\text{observed}}) < \alpha = 0.05$

It was obtained that  $\text{Sig} = 0.001$  and  $\alpha = 0.05$ .

Based on the result obtained in the t-test by computing using Sudjana's formula, the writer found that  $\text{Sig. } (T_{\text{observed}}) = 0.038$ . So it's clear that  $H_o$  is rejected and  $H_a$  is accepted.

Based on the computation, it can be concluded that the writer concluded that there is a significant influence of Snowball Drilling Technique towards

students' reading comprehension ability at the second semester of the eighth grade of SMP Negeri1 Penengahan South Lampung in 2017/2018 academic year.

### **C. Discussion**

Many techniques can be applied in teaching English vocabulary. In this chance, the writer chose Snowball Drilling Technique in teaching English vocabulary for Junior High School students. By using this technique, students are supposed to be able to comprehend the meaning of texts from Snowball Drilling Technique. By using this technique the writer supposed that the teaching learning process in the classroom can be interesting and enjoyable.

Based on the research that the writer have done, the writer could concludes that the students could communicate well because the students could focus in learning process and got the different the students could focus in learning process and got the different the students reading achievement. In this research Snowball Drilling Technique will be suitable aid in teaching reading, because Snowball Drilling Technique might be able to arise the students' interest and challenge their ability, so that they will study enthusiastically. Snowball Drilling Technique can help the students how to speculate and getting rid of students' tediousness and boredom. It will keep the students from falling asleep. Pre-questioning will be suitable aid in teaching reading too. But, it made

students' tediousness and boredom. Students felt their in the lesson, because they had to follow the instructions of teacher.

To prove the hypotheses proposed by the writer whether they were accepted or not by using t-test formula. Based on the result of the research it is known that the result of the post test score in experimental class should that the lowest score was 55. The highest was 95, the total score of all students was 3027, and the average of the post test score was 75.67. And the result of the post test score in control class should that the lowest score was 50. the highest was 85, the total score of all students was 2694, and the average of the post test score was 67.35.

And the result of hypothesis test known that  $t_{observed}$  is higher than  $t_{critical}$  in the students distribution, so the  $H_0$  is rejected. It can be concluded that there is a significant influence of Snowball Drilling Technique towards students' vocabulary mastery at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung in 2017/2018 academic year.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research report in Chapter IV theories and data analysis, the researcher draws a conclusion as follows: There is a significant influence of Snowball Drilling Technique towards students' reading comprehension ability at the second semester of the eighth grade of SMP Negeri 1 Penengahan South Lampung in 2017/2018 academic year. This is shown by the result of data analysis in which  $t_{\text{observed}} (3.81) > t_{\text{critical}} (2.00)$ . From the distribution list with  $df = 80$  obtained the  $t_{\text{critical}} t_{0.975}$  or significant level of 5%.

#### B. Suggestion

Based on the conclusion above, the writer gives some suggestions to increase the quality of teaching learning English at the eighth class of SMP Negeri 1 Penengahan South Lampung, they are:

##### **For the students**

1. The students should increase their ability in English by following kinds of activity in English, or by following English Club because in this club

increase their ability in English and there are a lot of techniques in learning English, one of them is Snowball Drilling Technique.

2. The students should do more practices in learning vocabulary they can be used Snowball Drilling Technique by themselves.

#### **For The Teacher**

1. Snowball Drilling Technique is one of good technique in teaching reading, so it is suggested that the English teacher use it.
2. The teacher should apply the appropriate technique of teaching in the classroom not only use the course book, or dictionary for teaching reading.
3. To increase the students' reading ability, the teacher should give the students more exercises to improve their reading comprehension.

#### **For other writer**

1. It is hoped that the other writer can use this research script as reference to their source of knowledge for the same interest.
2. It is hoped the other writer can be use the other interesting techniques in research for reading improvement.