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PROCEEDINGS

**Seminar on: "Method of Writing
Scientific Article and Publishing in
International Journal"**

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:

**Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
Drs. Bloner Sinurat, M.Hum
David B. Manalu, S.Pd., M.Pd**

ISBN: 978-602-269-212-6

Halaman Moeka Publishing

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PREFACE

This book reports the proceedings of Local Seminar on "*Method of Writing Scientific Article and Publishing in International Journal*" held by English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen at Menza of FKIP UHN Pematangsiantar on April 20th, 2017. The specific purpose of this seminar is to response the government policy (SK Dirjen Dikti No. 152/E/T/2012 tanggal 27 Januari 2012) stated that S1 graduates should have at least 1 (one) published scientific article.

The content of this proceeding includes the main articles and plenary articles. The main articles were delivered by the keynote speakers (Prof. Dr. Selviana Napitupulu, M.Hum., and Dr. Sanggam Siahaan, M.Hum). The first keynote speaker described theoretical method of writing scientific article. Meanwhile the second keynote speaker showed the feasible steps of publishing article in international publications (both reputable and non reputable). The plenary articles were presented in the plenary session by S1 graduates of English Study Program of Teacher Training and Education Faculty of Universitas HKBP Nommensen Pematangsiantar along with their lecturers.

The editors would like to thank all authors for their contributions to this proceeding. Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the chairman and secretary of English Study Program, Prof. Dr. Selviana Napitupulu, M.Hum., and Bertaria S. Hutauruk, S.Pd.,M.Hum for initiating this scientific program.

We are looking forward to the next seminar that will be held on October 2017 at the same location. We hope that it will be an interesting and enjoying at least as its predecessor.

Pematangsiantar, April 2017

The Editors

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The Effect of Snowball Throwing Technique on Students' Reading Comprehension

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Abstract: *This research is about the effect of snowball throwing technique to the students' reading comprehension in narrative text. This research used quantitative research. The sample of this research was taken from two classes in which consist of 60 students. The researcher finds out that the result of t-test is higher than t-table, it is $3.92 > 1.67$. By using snowball throwing technique in learning process, the students are more interesting and fun in studying English. The students are easier to understand the text. As a follow up for this research, it is suggested that English teacher should use various techniques in teaching.*

Keywords: *Narrative text, reading comprehension, snowball throwing*

I. INTRODUCTION

English is one of international language in the world. It means that it is used by most people in the world. People use it to communicate with other people from different background of culture. In addition, people use it as a means of understanding knowledge, science and technology. In facing globalization era, English is one of international languages needed and used in communication with other countries. The use of English always develops together with the increasing of science and technology. English has to be mastered by all people to attend the development of science and technology. English is one of foreign languages in Indonesia. It becomes the important subject in the national curriculum taught from elementary school to university. It is expected to give a good contribution in facing the globalization era.

There are actually four skills that have to be mastered by students in learning English, those are listening, speaking, reading and writing. Here the researcher focuses on reading skill, reading is necessary for learners to access information and understand text literatures in English. Beside books about teaching reading skill strategies for TESOL (Teacher of English to Speaker of Other Language) are published, in indicates that reading skill is a serious problem which should get more attention from English teacher. Reading is one of the important skills that should be mastered by students. By reading students can get much information and ideas to enlarge their knowledge. To be successful readers, the students should comprehend the text that they read. Sweet and Snow (2003:8) define reading comprehension is the process of extracting and constructing meaning from the text which involves three interactive elements; the reader, the text and the context. It means that reading comprehension is an activity to understand the reading material deeply. A reader should think critically how to understand the text. Furthermore, reading comprehension is an essential part of

reading activity. Richards and Renandya (2002:277) state reading for comprehension is the primary purpose for reading. Without comprehension students cannot achieve their academic success without comprehending what they read. Reading without comprehension is only a way for the students to arrive at what they want to know from the reading material. That is why reading comprehension is very needed by students.

The researcher found that there were many factors causing students' difficulties in comprehending the text, from the competence of reading skill, the Students had difficulties to understand the context and got the information from the story. While, from the class situation, the indicators are:

- a) The students made noise;
- b) The students did improper activities (non academic activities) in the class like sleeping, chatting, drawing, etc;
- c) The students did homework of other lessons;
- d) The students do not respond to the teacher's commands.
- e) The students lacked of motivations.

In addition, the other factors causing students' difficulties in comprehending the text is the technique that used by teacher. The teacher did not make the students be active. Reading was considered as a boring and stressful activity because of factors that have mentioned above such as selection of the text that was not proper to read by the students in certain level, monotonous post-reading activities (answering questions based on the texts and retelling the texts), monotonous learning models which is used by the teacher.

Those cases are quite problematical and should be solved because it can arise further difficulties to the next reading lesson if their low score of reading comprehension is not improved soon. As the effect, they will be continuously difficult to understand any other texts. Furthermore, they cannot pass the minimum passing grade determined by school. In this case, a teacher should find out an alternative way to minimize the reading difficulties and to maximize the reading comprehension ability.

To overcome the problems teachers must consider a strategy that suitable for teaching reading in order to make the learning process becomes effective. One kind of strategies recommended in cooperative learning to teach reading comprehension is Snowball throwing technique. Snowball Throwing is one of learning models that makes the students able to response the message from other students and send that message to their friends in a group. This model is amusing for the students. So it makes the students wouldn't bored and improve the students' reading comprehension.

Considering the advantages of using snowball throwing technique as mentioned above, the researcher intends solve problem: What is the effect of using snowball throwing to the students' reading comprehension in narrative text at grade eleven of students in SMA Kampus FKIP Pematangsiantar?

II. LITERATURE REVIEW

Reading

According to Brassel and Rasinski (2008:17), reading refers to the ability to comprehend or make meaning from written text. A dictionary definition of the word read states that is the ability to examine and comprehend the meaning of written words. Reading is now conceptualized in a much broader social, cultural, and technological context that encompasses more diverse social practices and theories of learning. Than according to Frank Smith (2004:178) Reading is extracting information from print. Reading is a process undertaken to reduce uncertainty about meaning a text and its reader. However, without quibbling over the exact wording of such definition, it is nonetheless, insufficient as a way to understand the nature of reading abilities.

It can be concluded that reading is a language process requiring the understanding of written language, its function to recognize the printed symbols and to respond what being asked about the content of the text he/she read. It is a way monitoring comprehension to establish meaning.

Reading Comprehension

The goal of reading is comprehension. Reading with comprehension means understanding what has been read. Reading comprehension is the ability to understand written text what we read that the words have a context and the text have meaning. According to Wooley (2011:15) Reading comprehension is the process of making meaning from the text, therefore reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Comprehension involves understanding the vocabulary seeing the relationships between words and concept, organizing ideas, recognizing the author' purpose, making judgements, and evaluating. Comprehension is a special kind of thinking process. The readers comprehend actively constructing meaning internally from interacting with the material that is read. Successful comprehension involves the reader who can discover the meaning. It is found particular piece of information, solving the problem through reading, working to understand the idea.

Reading comprehension is viewed as the process of using one's prior knowledge and the writer's cues to infer the author's intended meaning (Judith 1986:9). It means that reading comprehension is not just reading with a loud voice but also to establish and understanding the meaning of a word, sentence, and paragraph sense the relationship among the ideas. As it is, if the students just read loudly, but cannot understand the content of the passage, it means the readers are fail in comprehending the passage and reading comprehension is understanding evaluating and utilizing of information between the author and the reader. It sounds like the author and the reader can communicate one other. It means that in this case, tries to understand what the author say.

From the point of view given above, it can be concluded that reading comprehension is an active thinking process where the reader tries to gain information given by the author and understand what actually the purpose the author.

Levels of Reading Comprehension

According to Burn (1984:177-198), there are four levels of reading comprehension namely:

1. Literal Comprehension

Reading for literal comprehension includes the process to take in ideas that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The readers need only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. The ability to follow direction and the ability to restate the author's material are skills involved in literal reading, recognizing stated main ideas details, cause, effect an sequences as the basic and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2. Interpretive Reading

Interpretive comprehension identifies the way to read between the lines or making directly stated. Skills for interpretive comprehension are inferences. The process of deriving ideas that is implied rather than directly stated, skills for this level comprehension include:

- a) Finding main ideas of passage in which main ideas are not directly stated
- b) Finding cause and effect relationship when they are not directly stated
- c) Determining referents of pronouns
- d) Determining referents of adverb
- e) Inferring omitted words
- f) Detecting moods
- g) Detecting author's purpose in writing
- h) Drawing conclusion.

3. Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgement until he or she considered all of the material. They examine critically the thoughts of the author, which have been identified through the two lower of comprehension and judge their validity or worth.

4. Creative Reading

In creative reading, the reader must be able to think and to use their imaginations. Creative reading is going beyond what the author has written, applying this idea from the text to the new situation and recombining the author's idea with other ideas to form new concepts. The reader must understand cause-effect relationship in a text, although it is not stated directly. Through creative reading the reader creates something new ideas.

Narrative Text

Narrative is introduced to amuse or entertain the readers with actual or imaginary experience in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. According to Bramer and Sedley (1981:60), noted that a narrative tells a story. The story may be true of his story autobiography or new report. It also fictional as in short, novelette, or novel. A narrative can tell what happen in a matter of minutes of year. According to Percy in Permana and Zuhri (2013:2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the explanation above, the researcher concludes that narrative text is one kinds of genre that aims to entertain and amuse the reader through story.

1. The Generic Structure of Narrative Text

According to Siahaan (2011:7), Narrative text has some generic structures They are:

- a) Orientation : Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- b) Complication : A series of events in which the main character attempts to solve the problem.
- c) Resolution : The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

Meanwhile according to Smalley and Ruetten (1984:32) the generic structure of narrative text:

- a) Orientation : Introduction the participants and informing the time and the place. It also introduce some characters involved in this genre.
- b) Complication : Description the rising crises which the participants have to do with or among participants relationship in a process of social interaction.
- c) Resolution : Showing the way of participant to solve the crises, better or worse. The end can be open ended or close ended. Open ended is a conclusion that depends on the perception of the readers. Whereas, close ended is an end of a story in which the conclusion is early stated.
- d) Re-orientation : The ending of the story. (Optional)
- e) Coda : Which summarizes the point of the story

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending.

Based on the statements above, it can be concluded that the generic structures of narrative texts are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left complete.

2. Lexicogrammatical Features of Narrative Text

According to Knapp and Watkins (2005:188), narrative needs using of languages which are used to elaborate the text. They are:

- a) Use of noun phrases (a beautiful view, a huge temple)
- b) Use of adverbial phrase of time and place (in the garden, two days ago)
- c) Use of simple past tense (He walked away from the village)
- d) Use of action verbs (walked, slept)

Snowball Throwing Technique (STT)

Istarani (2012:92) defines Snowball throwing technique (STT) as a set of material presentation preceded by conveying the materials. According to Suprijono (2013:128), the learning environment and management system of cooperative learning when using the STT provides opportunities for democratic learning, enhance the appreciation of students for academic learning and changing norms related to achievement, prepare students to learn using collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive dialogue, create a positive socio-emotional climate, facilitate learning to live together, foster productivity in a group, changes the role of teachers from being center stage performers to choreographing group activities and raises awareness of the importance of learning as one of the social aspects of the individual (Slavin, 1991; Suprijono, 2013).

Sociologically, cooperative learning can foster self-awareness and altruism amongst learners and also enhance the importance of the individual in social life. From the points above the researcher can conclude that cooperative learning using the STT is a learning system that prioritizes the opportunities for the active participation of learners in learning especially for interactive dialogue. Because in the STT all the students get the opportunity to give and answer questions from other students in their group and they are required to participate actively in class. The technique facilitates the development of interactive dialogue between the student learners since one of the features of cooperative learning is group interaction.

Furthermore, Suprijono (2013:128) has added that the STT has advantages to train the readiness of the students since the ball is thrown at random and the technique is a kind of knowledge sharing activity since the student who gets the ball must answer the written question and share their opinions with the other members of the group.

Advantages of the Snowball Throwing Technique

Istarani (2012:93) lists the advantages of STT as follows:

- a) It improves leadership skills amongst students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
- b) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.
- c) It develops creativity of the students who have to create questions and form their paper into a ball.
- d) It creates a lively classroom atmosphere because all the students must work in order to complete their task.

Disadvantages of Snowball Throwing Technique

Istarani (2012: 99) also explains some of the disadvantages of STT:

- a) The explanations from the group leader sometimes are not as clear as that given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the STT clearly.
- b) Some students may not yet be able to create good and correct questions.
- c) After getting the ball from his friend, a student may not be able to answer the question correctly especially if the question is not clear or, in other words, the question is incomprehensible.
- d) It can be difficult to determine whether the learning objectives were achieved or not.

Teaching Reading Through the Snowball Throwing Technique (STT)

According to Suprijono (2013:50) and Istarani (2012:45), the steps for implementing the STT are as follows.

1. The teacher delivers introductory material that will be presented, Standard Kompetensi and Basic Competence to be Achieved.
2. The teacher divides the students into some groups, then called the head of each group to give an explanation about the material,
3. Each groups' head back to each group, and then explain the material presented by the teacher to his friend,
4. Each students are given time to read the material.
5. Then each student is given a sheet of paper work, to write down a question concerning any matter which has been described by the chairman of the group,
6. Next the paper containing the questions made like a ball, thrown from one student to another student for \pm 15 minutes,
7. After students may one ball / one question and one paragraph is given the opportunity to students to answer questions written in the spherical paper interchangeably,
8. Conclusion.

III. RESEARCH METHOD

Research Design

This research used quantitative research. According to Arikunto (2010:9) quantitative research is a way to connect cause and effect between two variables in intentionally inflicted of the researchers by eliminating factors that disturb. it's focuses on the result of making test. There are two groups in experimental research, namely control group and experimental group. The experimental group is taught by using snowball throwing technique in while the control group is taught without Snowball Throwing Technique. In this research, the researcher took the grade eleven students in SMA Kampus FKIP Pematangsiantar as the population of this research. There were four classes of the grade eleven students in SMA Kampus FKIP Pematangsiantar, so total students from each class are 120 students. In this research, the researcher chooses the sample randomly to present all the population. There were 60 students as sample from 2 classes and they were divided into two groups. One class was as experimental group (X_1) and the other one was as the control group (X_2). And there were 30 students in experimental group and 30 students in control group.

The test is conducted at SMA Kampus FKIP Pematangsiantar. The test is administered both before and after treatment is completed. The first is Pre-Test, pre-test is conducted to experimental and control group to find out the homogeneity of the sample. It is used to determine whether the two groups are relatively equal in reading comprehension. The homogeneity can be seen from the average score of each group. The second is treatment, treatment is conducted after the administration of the pre-test. The experimental group is taught by using snowball throwing technique. Meanwhile, control group is taught without Snowball Throwing Technique where the teacher teaches the reading by translating the text firstly and by answering the question. Both of groups were given the same material. Both groups are given post-test after treatment is completed. The last is post-test, Post-test is exactly the same in Pre-Test either in terms of the contents. This is applied to determine the effect of treatment in the experimental class and to see the result of the technique whether it is effective or not.

Technique of Analyzing Data

After the researcher collects the data, then the researcher analyzes the data by the following steps.

1. scoring the students' multiple choice in pretest and post test.
2. seeking gained score from students reading comprehension test and describe it in the table. The gained scores of experimental class are variable I that symbolized by X (X_1 for pre test and X_2 for post test) and the gained score of control class are variable II that symbolized by Y (Y_1 for pre test and Y_2 for post test).
3. determining deviation score of variable Y with formula $Y = Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.
$$\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$
4. $Mx = (\sum x)/N$, this formula uses to determine the mean of experimental group

5. $\bar{M}_y (\sum x) / N$, this formula uses to determine the mean of control group.
6. determining deviation score of variable X with formula $X = X_2 - X_1$ then sum of x or $\sum x$ must be quadrate, the researcher find out $\sum x^2$. $\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N}$
7. determining deviation score of variable Y with formula $Y = Y_2 - Y_1$ then Sum of $\sum y$ must be quadrate, the researcher finds out $\sum y^2$.
 $\sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$.
9. analyzing the result by using statistic calculation or T-Test

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right\} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \quad (\text{Arikunto 2010:354})$$

IV. RESULT

Result of the Test in Experimental Group

The data of this research were taken from the test given in pre-test and post-test in each group. Both of experimental and control group in pre-test and post-test were given by the same test. in experimental group, the lowest scores for pre-test is 55 and the highest scores is 70. After that, the researcher gave treatment it was using snowball throwing technique to improve the students' reading comprehension in narrative text. In post-test the lowest scores is 65 and the highest scores is 90. In the post-test, the students were more capable in comprehending the text. The skill of students are different one another, it can be seen from the sum of x_1 (pre-test) is 1850 while y_2 (post-test) is 2250. It means that there is a difference after using snowball throwing to the students' reading comprehension in narrative text.

Result of the Test in Control group

In control group, the lowest scores for pre-test is 45 and the highest scores is 65. The researcher did not give treatment to this group. In post-test the lowest scores is 55 and the highest scores is 85. The skill of students are different one another, it can be seen from the sum of x_1 (pre-test) is 1735 while y_2 (post-test) is 1995.

Research Findings

Research finding is the conclusion of the research result with data shown. After the researcher calculated the data and verified the hypothesis, then the researcher comes to the research finding. It is important as adequate exposition of the purpose of the study being reported and the chapter and section topic involved.

1. The researcher finds out that by using snowball throwing technique in learning process, the students are interesting in English and funnier in studying English. By using snowball throwing technique the students are easier to understand the text.
2. The researcher finds out that without using Snowball Throwing technique the students are not interesting in English and the students more difficult to understand to comprehend the text.

3. The process of English teaching learning by using snowball throwing technique are well behaved in the classroom activities, which the students are motivated to learn, lower students stress gives the students to opportunity for real communication and are actively engaged in learning activities because by using snowball throwing the students learned English spontaneously. So using snowball throwing technique is more significant effect to learning English especially in narrative text.
4. The researcher finds out that the mean of pre test in experimental group is 61.66, while in post test is 6.32.
5. The researcher finds out that the mean of pre test in control group is 57.83 while in the post test is 6.21.

So the researcher finds out that that the students of experimental group have higher score than the score of control group. And having analyzed the data, the researcher finds out that (H_a) was accepted, it was shown by value of t -observed was, 3.92 and value of t -table was 1.67 at $\alpha=0.05$ and df 58 ($n+n-2=30+30-2$). It means that using Snowball Throwing to the students' reading comprehension is effective.

V. CONCLUSION

There is significant effect by using Snowball Throwing Technique to the students' reading comprehension is effective than without using Snowball Throwing technique (STT). Istarani (2013:93) stated that Snowball Throwing Technique gives the positive effect in improving the students' reading comprehension, that is shown the students' interesting in English and more fun in studying English. By using snowball throwing technique the students are easier to understand the text, it develops creativity of the students who have to create questions and form their paper into a ball.

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