THE IMPLEMENTATION OF SNOWBALL THROWING LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE ELEVENTH YEAR STUDENTS OF MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 KLATEN

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education Study Program

By

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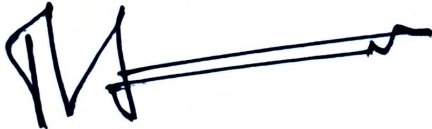Student Number : 1911200003

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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled **"THE IMPLEMENTATION OF SNOWBALL THROWING LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE ELEVENTH YEAR STUDENTS OF MUHAMMADIYAH VOCATIONAL HIGH SCHOOL 2 KLATEN".**

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, June 2023

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Puput Nur Anisah

MOTTO

Women can be powerful, graceful, and complex, with the ability to make any choice they desire.

(Jessica Chastain)

Ikuti nasihat orang lain dengan penuh keikhlasan dalam menjalankannya.

(The Writer)

PRESENTATION

This thesis is dedicated to:

1. My beloved parents (Sajiyanto and Asih Mamik)

   Thank you for giving me all the motivation and support in finishing this thesis.

2. My beloved sister (Latifatuz Zahroh)

   Thank you for being willing to accompany me when I need.

3. My beloved patners (Ferryka Yuliyanti, Ervan Arga, Virda Auliya, Ririn Alam Kusuma Dewi, and Arkan Bahy)

   Thank you for making me endure to solve problems from start to finish in my college and personal matters.

4. All of my friends

   Thank you for accompanying and helping me whenever I have a problem during this thesis progression.

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9. The writer's friends who help and give suggestion to finish this study.

   As a student, the writer has been learning English for almost 16 years. She combines English along with her interest in the implementation of the learning media for teaching and learning English in this thesis. This thesis is all that she can do, but still, it is neither good nor perfect. The writer realizes that her tough and experiences are quite awful, rather be slow, but she made a promise to never stop in learning. Thus, she will be much pleased to anyone who is willing to send some suggestion, criticism, and corrections due the content in this thesis, as the next improvement to be better more. The writer hopes that this study will be useful for anyone and inspires them who love English more.

Klaten, 27 June 2023

Puput Nur Anisah

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ABSTRACT

PUPUT NUR ANISAH, Student's Number. 1911200003, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2023. Thesis. ***The Implementation of Snowball Throwing Learning Model on Teaching and Learning Reading for the Eleventh Year Students of Muhammadiyah Vocational High School 2 Klaten.***

The study aims to answer the question which becomes the problem of this study "How is the implementation of snowball throwing learning model on teaching and learning reading for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?"**.** The data used in this study are the results of the teacher and students' interview, and the field note data that contains the process of the implementation of snowball throwing learning model. The sources of data in this study are the teacher and the students. The writer used three concurrent flows of activities to analyze the data, namely data reduction, data display, and data verification or conclusion.

After analyzing the data, the writer found aspects of implementing snowball throwing on teaching and learning. Firstly, the learning material was describing process. The source of this learning material has been written in lesson plan. Secondly, the learning steps are done by the teacher in carrying out the teaching and learning process by using snowball throwing learning media. The learning steps consist of opening, main activity, and closing. The value before using the snowball throwing model is 78.73 increases into 82.89 after using the snowball throwing model. From results above, it can be concluded that the snowball throwing learning model for reading can be applied properly.

Keywords: *Implementation, Snowball throwing, Reading*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the process of looking at a series of written symbols and getting information from them. When people read, they use their eyes to receive written symbols (letters, punctuation marks, and spaces) and they use their brains to convert them into words, sentences, and paragraphs that communicate something to the reader. It is the most efficient way to gain information about many aspects of life which includes science and technology. By reading, people can absorb a number of information.

Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required. It is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success in learning not only English, but also any content of lesson where reading in English is required (Teguh & Hum, 2020).

There are aspects in reading, namely grammar, vocabulary, and spelling. First, a grammar is a mandatory rule used in a foreign language so that the spoken language is correct, good, and can be understood by native speakers and people who understand the foreign language. The simplest and perhaps the truest definition of grammar is a language to talk about language. Just as one cannot explain how a motor engine functions (or is failing to function) without naming words for its parts and their specific

actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming procedure (Dykes, 2007). Grammar is a description of the rules for forming sentences. It includes an explanation of the meaning conveyed by sentence forms and then grammar adds meaning that is not easily inferred from the immediate context (Thornbury, 1999).

Second, from the point of view of language users, vocabulary is the wealth of words owned by a speaker or writer (Iqbalullah, 2018). Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Alqahtani, 2015). So, vocabulary is a word that must be owned by as many people as possible to communicate and understand the meaning.

The third is spelling. It is a complex process, which involves different skills at the same time when a word is spelled (Wai, Chan, and Zhang, 2014). It is one way for children to start learning to read. Spelling words in English is different from Indonesian. Almost all words in English differ in the way they are written with the mention (Huang, 2010).

In the world of education, most teachers provide material or teaching materials contained in sentences which are usually called modules or other handbooks. In this case, students must be able to understand reading strategies so that they can have the ability to understand a reading, with students must need reading comprehension skills. Dalman says reading is an activity or cognitive process that seeks to find various information contained

in writing (Dalman, 2014). Learning in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

In learning activities, there are various implementations of learning models to improve student learning outcomes such as Snowball Throwing, Student Team Achievement Devision (STAD), Team Game Tournament (TGT), Group Investigation (GI), and many other learning models. The learning model that can be implemented is the Snowball Throwing model. The snowball throwing model is a learning model that can explore the leadership potential of students in groups and the skills of making and answering questions are combined through an imaginative game of forming and throwing snowballs, then students will actively learn from each other and throwing the questions they make at each other. So that learning model can train students' leadership potential, skills, and creativity.

Snowball throwing model makes students more enthusiastic in teaching and learning process, it is in line with the roles from curriculum 2013. The curriculum in high school which has been implemented since the 2013/2014 school year is called the 2013 high school curriculum (*Permendikbud*, 2014). The concept and implementation of the 2013 curriculum in Indonesia focuses on student thinking. This is in accordance

with the teaching and learning process which uses a snowball throw to help students think critically when observing and identifying material.

To be successful in teaching reading, teachers need to consider several factors that can affect the process of learning to read. In this case, the problem that arises is that the reading interest of students' from several classes at Muhammadiyah Vocational High School 2 Klaten is still low. The writer focuses on the low reading interest of the eleventh grade students at Muhammadiyah Vocational High School 2 Klaten. In fact, not all teachers are aware of these factors. Prasetyo says that low interest in reading of students are caused by several factors such as internal and external factors of students. Internal factors are factors that exist within the student, while the external factors are factors that come from outside the student such as environmental factors, both from the family environment and school environment. By knowing the factors that cause the low reading interest in students then the right solution can be found to overcome the problem so that in the future students will have high reading interest (Prasetyo, 2008).

Based on the explanation above, there are several external and internal factors faced by students of SMK Muhammadiyah 2 Klaten. The internal factors are students who consider themselves as vocational students who do not need English in their field. Their environment is not interested in English because they only focus on field practice, lack the motivation to learn, and they are not confident in their English skills. The external factors show not getting variations in learning from the teacher so that the learning

atmosphere becomes boring. Purbowo and Hendrikawati say that one of the learning models that can be used to improve student learning outcomes is the snowball throwing type cooperative learning model. It is a model learning which in its implementation is with the supervision of the teacher, students learn in groups and work together to master the subject matter (Purbowo & Hendikawati, 2012).

Kurniasih in Lisnasari (2017) says that snowball throwing learning model is a learning model using question balls of paper that is rolled into a ball and then thrown in turns among group members. This model can provide more opportunities of many students to ask, answer, help each other, and interact with friends. This model was chosen because it is realized in the form of a game that uses a question ball from paper that is rolled into a ball then cast in turn. According to Lisnasari, this learning process will make the atmosphere more comfortable and interesting (Lisnasari, 2017).

Problems were also found at SMK Muhammadiyah 2 Klaten, such as students' difficulty in interpreting English texts, difficulties in reading in English, lack of student vocabulary, and lack of student motivation in learning English. In the process of teaching and learning to read, students are not responsive to follow the lesson because they do not understand how to pronounce the word so they are afraid of making mistakes. In addition, they experience difficulties in learning English after the pandemic era. In this case, the teacher only uses teaching that makes students not require a lot

of activities, namely by lecturing in facilitating student learning in class. The teacher has never tried other reading learning models.

Based on the explanation above, the writer conducts the study in implementing the snowball throwing learning model in reading during the learning process. Therefore, the study is entitled "The Implementation of Snowball Throwing Learning Model on Teaching and Learning Reading for the Eleventh Year Students of Muhammadiyah Vocational High School 2 Klaten".

B. The Reason for Choosing the Topic

1. Mastery of reading skills has many uses. It can improve brain performance because it focuses on what is read. It can increase knowledge because the reader gets new knowledge. This will sharpen the reader's memory as they often practice reading.

2. Snowball throwing is an example of a learning model that involves physical activity as well as cooperative and game-based learning. The application of learning model by teacher in the teaching and learning process has an important influence on students' learning outcome.

C. The Limitation of the Study

This study focuses on the implementation of snowball throwing learning model on teaching and learning reading for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

D. The Problem of the Study

The problem of this study is "How is the implementation of snowball throwing learning model on teaching and learning reading for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?"

E. The Aim of the Study

The aim of the study is to describe the implementation of snowball throwing learning model on teaching and learning reading for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

The result of the study is expected to be a reference for developing innovation on model of teaching and learning English.

2. The Practice Use

a. For English Teacher

1) This study provides experience on a more innovative reading learning model for vocational high school students.

2) This study provides appropriate considerations in determining the appropriate learning model according to the needs and developments of the times.

3) This study provides an increase in knowledge and inspiration about using the snowball throwing model for English teachers.

b. For Students

1) This study motivates students to be more active and enthusiastic in the process of learning reading skills.

2) This study provides students' learning experiences using the snowball throwing learning model which increases learning motivation.

c. For School

1) This study improves the quality of learning to read by utilizing the snowball throwing learning model.

2) This study makes a positive contribution to the teaching and learning process of any material.

3) This learning has a positive impact because the snowball throwing learning model is in accordance with the needs of students.

G. The Clarification of the Key Terms

To make the tittle clear, the writer clarifies the term in order not to make misunderstanding between the writer and the reader. The clarification of the key terms is as follows.

1. Implementation

Implementation is the act or execution of a well-thought-out and detailed plan. It is usually done after planning is considered perfect

(Inkiriwang *et al*., 2022). In this study, implementation is an action or process of ideas that has been prepared with great care and detail that must be carried out by a writer to complete the implementation using the snowball throw learning model for class XI students at SMK Muhammadiyah 2 Klaten.

2. Snowball Throwing

   Arahman in Ii (1967) says that snowball throwing is a learning model that begins with the formation of a group represented by the chairman groups to get assignments from the teacher. Then, each student made a ball-shaped question (question paper) then threw it to the other students, each student answered the question from the ball he got. From this explanation, it can be concluded that the snowball throw model is suitable for making students more active in learning in class.

3. Reading

   Nunan says that reading is basically hiding the aura of symbols that are appropriate in trying to understand the text (Nunan, 1991). The definition of reading is also conveyed by Amir and Rukaya in Musahrain (2018). Reading is a process of capturing and understanding ideas accompanied by an outpouring of the soul in living the problem, meaning, reasoning and selection that work together in understanding and appreciating the reading. It means that reading is a process of receiving information from the text by implementing the snowball

throwing model to the eleventh year students of Muhammadiyah Vocational High School 2 Klaten.

H. The Organization of the Study

The writer organizes the thesis into five chapters to give a clear understanding of the content. They are as follows.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of previous studies, learning models, reading, snowball throwing, and conceptual framework.

Chapter III is the method of the study. It deals with the meaning of research method, the strategy of the study, the data and source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV discusses the result of the study. It includes the analysis of the data and the discussion of the finding.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion is addressed to English teachers and students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the writer would like to answer the problem formulation that had been written in the previous chapter. It is "How is the implementation of the snowball throwing learning model on teaching and learning reading for the eleventh year students of Muhammadiyah Vocational High School 2 Klaten?".

From the results of research on the application of the snowball throwing learning model, it can be concluded that teacher and students are very interested and very enthusiastic in implementing this learning model. The writer also found that by using the snowball throwing model, students are more active in learning because the learning model also has elements of games. The score before using the snowball throwing model is 78.73 before useing the model then increases into 82.89 after using the snowball throwing model. Thus, the snowball throwing learning model for reading can be applied properly.

B. Suggestion

In the case, the writer would like to present some suggestion for English teachers and the students. These suggestions are as follows.

1. For the English teachers

   a. The English teachers should know and study learning models so that students do not get bored easily.

  b. English teachers are expected to be more active in educating their students because the teacher's attitude will affect student learning.

2. For the students

  a. The students are expected to be able to increase their vocabulary and look for other learning resources so that their insights broaden.

  b. The students are expected to be more confident in learning English and are expected to practice reading so often that the pronunciation is correct.

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