

CHAPTER 1

INRODUCTION

This chapter discusses some points including background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of the key terms.

A. Background of the research

Nowadays the skills of language especially skills of English is absolutely needed. English is used as an international language for sharing information, knowledge, culture and communication among people worldwide. Although generally Indonesian people do not use English for communication, in globalization era, students are insisted to master it.

One of the English skills which takes an important role of learning English is speaking. Practically speaking is important for students to explore their understanding and to send idea. According to Gert and Hans (2008: 207) speaking is a speech or an utterance with the purpose of having intention to be recognized by speaker and the receiver to processes the statements in order to recognize their intentions. Based on the statement, the researcher thinks that speaking is an important and interesting skill for the students. Thus, the researcher believes that speaking is an important lesson to be improved.

Teaching speaking needs more preparation. The teachers should provide practice of English speaking after explaining the lesson in the

classroom. The teachers should decide the topic, the sequence of practice and the evaluation of the practice. The topic of speaking practice must be appropriate with the lesson taught so that it will make students more easier to perform. Thus, the teachers need much consideration to apply it in the classroom.

In the speaking class, the students need to think about what they want to say in the target language and feel confident enough to express it. In speaking activities, the students can explore the ideas about something in their mind. Therefore, the students need to be guided. On the other hand, they also say in the target language that makes other can understand that language. Therefore, it is not only to say the language, but also to understand the function of language in a correct way.

Practically, the students' difficulties in speaking are caused by some factors. First, the students are afraid and not motivated to speak. As a result, this situation make the students passive during the learning pocess. Considering the facts, speaking is not difficult skill to master if the teacher gives interesting technique in the teaching and learning process. Practically the use of technique is intended to facilitate students to practice speaking. Second, the students need more interesting ways in learning English. In this case, the suitable and efficient techniques are needed in the teaching and learning process. Teacher should be creative in the way of teaching English. The teacher's creativity is useful to achieve the objective of the lesson.

Referring to the suggestions above, the teacher should provide more appropriate strategy or technique to facilitate the students to learn and practice their speaking. One of the alternative techniques which can be applied to teach speaking is Snowball Throwing. Snowball Throwing can stimulate students to be active in speaking. Technique is a way of doing something by using special knowledge or skill. A teacher should select a suitable technique to motivate the students to learn more. Snowball Throwing is a learning model to explore the students potential leadership in group and the students' creativity in proposing and answering question which is combined through imaginative game in a group (Komalasari, 2010:67). In short, this learning technique makes the students to be active, creative, effective and fun.

When having speaking topic especially about narrative, the students really need teacher to monitor and help them. In learning narrative the students' ability to retell a certain story based on the given topic. Thus, applying Snowball Throwing Technique is needed in speaking class. Here, the students are provided by a set of the following well-arranged activities:

- (1) Teacher delivers a topic to be presented.
- (2) Teacher divides students into some groups and calls each groups leader to give an explanation about the topic.
- (3) Teacher orders each leader back to their group.
- (4) Students explain the topic presented by the teacher.
- (5) Each student is given a sheet described by the leader.
- (6) The paper made into a ball and thrown from one student to another student for \pm 15 seconds.
- (7) Students get one ball/one question is

given the opportunity to students to answer questions that are written in the paper one by one.

From the above explanation, in this research, the researcher wants to know whether or not Snowball Throwing Technique is effective toward the students speaking skill. Referring to the purpose above, the study is done entitles “The Effectiveness of Using Snowball Throwing Technique toward the Students’ Speaking Skill Mastery at SMPN 5 TULUNGAGUNG”.

B. Research Problem

Based on the background of the research mentioned above, the research problem of the present study is formulated as follow: Is there any significant difference scores on the students’ speaking ability before and after being taught by using Snowball Throwing Technique?

C. Objectives of the Research

Regarding the statement of the problem above, the objectives of the research is to find out if there is any significant difference scores on the students’ speaking ability before and after being taught by using Snowball Throwing Technique.

D. Research Hypothesis

In this research, there were two kinds of hypothesis namely: Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

1. Null Hypothesis (Ho) states that there is no significant different score on students’ speaking ability before and after being taught by using Snowball Throwing Technique.

2. Alternative Hypothesis (H_a) states that there is significant different score on students' speaking ability before and after being taught by using Snowball Throwing Technique.

E. Significance of the Research

The findings of the study are expected to be contributive for students, teacher and further researcher. For the students, they are expected to be able to increase their speaking skill. Through the use of Snowball Throwing Technique in teaching and learning activity in the class, they can be active and creative in learning speaking because the technique is more fun and enjoyable. Besides, the students can share ideas with their friends about something that can be implemented in their class.

Meanwhile for the teacher, the finding can help the teacher understand the way to handle the students in teaching speaking by using Snowball Throwing and the use of the strategy can lead to successful teaching learning English and later it can improve the students' interest.

Finally for other researcher, they can use the result of this study as a reference to conduct a further research that is related to Snowball Throwing Technique.

F. Scope and Delimitation of the Research

The scope of the study covers teaching speaking using Snowball Throwing Technique of the eighth grade students at SMPN 5 Tulungagung. Therefore, the writer limits the study on the effectiveness of the use Snowball Throwing Technique toward the students' speaking skill mastery. Practically

the students are given different treatment during the speaking class. The students are previously not taught by using the Snowball Throwing Technique and the result is compared with that of after the students are taught by using the Snowball Throwing Technique.

G. Definition of the Key Terms

In order to avoid misunderstanding, the researcher needs to give explanation of key terms used in this study. The key terms of this study are as follows:

1. Speaking skill is the ability to utter articulate sounds or words to express idea and feelings to communicate with other people.
2. Snowball Throwing technique as a way in teaching learning speaking in the form question and answers through play and throw snowball (paper) in group to other group or in group individually.
3. Technique is a way of doing something by using special knowledge or skill.
4. Speaking Proficiency is the ability to communicate effectively though language for both basic communicative and academic purposes.