

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the research would like to review some theories that are relevant to the topic of this thesis. Those to be reviewed are: speaking, snowball throwing techniques, and previous studies.

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is a way to communicating ideas and messages orally. To enable students to communicate, we need to apply the language in real communication. Tarigan (1981: 15) argues that speaking skill is the ability to utter articulate sounds or words to express, and convey thoughts, ideas and feelings. In line with the above opinion, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994). So speaking is very important to communicate because through speaking one can get many information.

Another definition is given by Nunan (2003: 48) who states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. Chastain in Castillo (2007: 78) declares that speaking is a productive skill which involves many

components. It is more than producing the right sounds, choosing the right words or getting constructions of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Thus, listeners often judge others by evaluating and analyzing the messages of their speaking. In addition, speaking is a social communication which aiming at sharing values and traditions that bind a community together (Richards and Renandya, 2002: 2206). Therefore, to speak a language, one should know how the language is used in a social context because it could involve a wide range of non-verbal symbols, which sometimes contradicts with the verbal language.

As far as the researcher is concerned, there has been a myriad of definitions of speaking. According to the Oxford Dictionary of Current English (2009), speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken languages.”

Chaney (1998, 13), stated that speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts. Sharing the same view point, Florez (1999) added that speaking is an “interactive” process, which consists of three main stages “producing, receiving and processing information.”

In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003, 48) stated that speaking is the productive oral skill. It consists of producing systematic verbal

utterance to convey meaning. Considering speaking as a skill, Bygate (1987, 3) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary, pronunciation, intonation, etc. is not enough but the skill to use this knowledge to communicate successfully is indispensable.

## **2. Types Talking**

Talking theoretically has some types. Tarin (1981: 22-23) divides some speaking activities into two types, namely:

### **1) Speaking in Public (Public Speaking)**

This type of conversation includes the following areas:

- a. Speaking in situations that are told or reported, is called informative speaking.
- b. Speaking in situations that is to persuade, invite, or persuade is called persuasive speaking.
- c. Speaking in situations, such as in family, friendship is called fellowship speaking.
- d. Speaking in situations of negotiating calmly and carefully is called deliberative speaking.

## 2) Speaking at Conference

The talks included in this type are:

- a. Discussion group (group discussion) that can be divided into: (a) no formal (informal) example study groups (study groups), group policy makers (policy making groups), and comics. (b) official (formal) that includes conferences, panel discussions, and symposia.
- b. Parliamentary procedure is one of the most effective means by which individuals can take orderly action as a group.
- c. Debate means that give students additional opportunities to hear their classmates' views and to express opinions regarding topics that matter to them.

## 3. Factors Supporting the Effectiveness of Speaking

Arsjad and Mukti (1993:17-20) state that to be a good speaker, a speaker must master problem being discussed, and she or he should speak clearly and precisely. Several factors must be considered by the speaker related to the effectiveness of the speech activity both in non-linguistic and linguistic factors.

### 1) Linguistic factors include:

- a. Accuracy of speech

A speaker must utter the phrase used to accurately and clearly. Lack of proper pronunciation can affect the attention of the listener.

- b. Placement of stress (intonation, tone, and duration as appropriate)

Suitable intonation, tone, and duration is the deciding factor. If delivery problems discussed just flat almost will certainly lead to boredom for the listener so speaking effectiveness is reduced.

- c. Choice of words

Choice of words should be precise and clear to be easily understood by the listener.

- d. The accuracy of the target speech

Using simple sentences will make it is more easier for listener to capture the contents of the conversation.

## 2) Non-linguistic factors include:

- a. Calm and reasonable manner and not rigid will give interesting impression. This attitude tends to be determined by the situation, place and mastery of the material;
- b. Views directed to the other person should be arranged so that the listener feels involved and aware;
- c. Loudness;
- d. Eloquence;
- e. Motion and the expression on the right;
- f. Reasoning or ideas must be sustainable. This means that the relations in the sentence, the sentence should be logical and related to the subject;

- g. A good mastery of the topic will foster courage and smooth.

#### **4. Characteristics of Ideal Speakers**

Rusmiati (2000: 30) revealed that there are a number of good traits to be known, understood, internalized, and applied in speech. These features are:

- 1) Choosing the right topic. Good speaker can always choose the subject matter or interest, actual, and beneficial to the listener, and always consider the interests, abilities, and needs of the audience;
- 2) Mastering the material. Good speakers are always trying to learn, understand, appreciate, and master the material to be conveyed;
- 3) Understanding the background of the listener. Before the conversation took place, a good speaker and listener;
- 4) Determining the situation. Identify the space, time, equipment support discussion and atmosphere;
- 5) Having clear goals. Talks a good talk can formulate a firm, clear, and understandable;
- 6) Having high linguistic ability. The speaker can choose and use words, phrases, and sentence to describe his thoughts, to present the material in the language of effective, simple, and easy to understand;
- 7) Mastering listener. Good speaker should be good listeners attention, direct, and motivate listeners to the conversation;

## 5. The elements used in Speaking Skill

According to David (1986: 81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

### a. Pronunciation

Pronunciation refers to the production or sound that we use to make meaning. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation.

Related to pronunciation, Manser (1995:133) states that pronunciation is a way in which a language and a word are spoken. From the explanation above, it can be concluded that pronouncing a sound or language can result a certain sound or a lot of sounds. It means that pronunciation is one of five important elements of speaking ability with the aim is to make students to be able to communicate with others well and understandable.

### b. Grammar

Grammar is a great deal of roles for forming words and making sentence stated by Manser (1995: 82). Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill.

c. Vocabulary

The elements of vocabulary are spelling, syllabication, pronunciation, stress, part of speech, meaning, use/usage, derivatives, idiom and expression stated by Fachrurrazy (2002: 58). Like in speaking which has components, vocabulary has components too.

d. Fluency

Fluency, according to Manser (1995:61), is an ability to speak a language smoothly and easily meanwhile, According to Harris (1986:48), there are five qualities that must be rated in fluency of speaking. They are as follow, speech is cohalting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

e. Comprehension

Manser (1995: 81) states that comprehension is the power to understand something. The power refers to the students' ability to make their speaking can be understood easily by other student's listening or inviting to speak. In comprehension it is related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. It is impossible for the listener to comprehended their speaking.



## **B. Snowball Throwing Technique**

To shape the understanding of Snowball Throwing Technique, in the following section the researcher would explain about: the definition of Snowball Throwing Techniques, Snowball Throwing Techniques Excellence, advantages of Snowball Throwing Technique, implementation steps Snowball Throwing Technique, speaking skill, and test of speaking

### **1. Definition of Snowball Throwing Techniques**

According to Nuryati, (2015:2) Snowball Throwing is a technique that requires active students in teaching and learning activities. Snowball Throwing technique as a way in teaching learning speaking in the form question and answers through play and throw snowball in group to other group or in group individually.

Based on the definition of the researcher, Snowball throwing is a learning technique speaking skill as an attempt to facilitate the students inserts the topic to avoid students less active in speaking.

### **2. Advantages of Snowball Throwing Technique**

There are many advantages of using snowball throwing technique in the classroom; they are as follows:

- 1) The students are motivated and challenged.
- 2) This technique provides language practice in the various skills of speaking, writing, listening and reading.
- 3) Snowball throwing technique encourages students to interact and communicate with other student.

- 4) Snowball throwing trains agility of the students.
- 5) Snowball throwing technique trains concentration of students.
- 6) Snowball throwing technique is a means to eliminate boredom in learning.

### **3. The steps of the implementation of Snowball Throwing Techniques**

There are some steps of implements Snowball Throwing Technique in the classroom; they are as follows:

- 1) Teachers deliver the material to be presented
- 2) Teachers form groups and call each group leader to give an explanation about the materials
- 3) Each group heads back to their own group, and then explain the material presented by the teacher to his friend and discuss the matter
- 4) Teachers provide one sheet of paper to each student in the group, then the students are asked to write a question related to the material that has been described by the chairman of the group.
- 5) The paper containing the questions made like a ball.
- 6) The teacher asks students to thrown from one student to another student. (time throwing can be adjusted with music or singing); students the opportunity to students to answer questions that are written in the form of paper ball alternately got one ball/one question given.

### **C. Previous Study**

The study about Snowball Throwing Technique has been conducted by Nur (2013) entitled “Improving Students’ Speaking Skill through Snowball Throwing Technique”. The study belonged to Classroom Action Research (CAR) to solve the practical problems in speaking. This study consisted of one cycle of classroom treatment, in which that cycle consisted of four stages, namely Planning, Acton, Observation, and Reflection. The result of the research showed that the research was successful to help the students improving their ability in speaking skill by using snowball throwing technique. From the previous study, the research found a gab with the present study in term of the design and finding result. The design of the present study was pre-experimental. So, the present study was intended to know whether the teaching was effective or not used in teaching speaking.