CHAPTER I
INTRODUCTION

A.The Background of the Study

Language is a form of social interaction and communication which is used by the society in order to create relationship one to another. Language consist of four communicative skills, they are listening, speaking, reading, and writing. All those skill have different character but they are related each other. For instance, when you listened to someone's voice, you could write down what you have listened, then you could read what you have written, and you could speak what you have read.

According to the writer's experience in conducting mini research in observing classroom and teaching, one of the main interesting language skills is speaking. Speaking according to Chaney and Burk (1998) is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is usually realized that spoken language develops naturally or automatically at the right time. Then it tends face to face conversation and the form or style is more generally colloquial.to be more fragmentary and sociable because when the students talk to other students, it should involve them. For example, say such things as 'You know what the point?', and 'You will accompany me, won't you?', the last utterance use of tag question persuading a reply. In addition, spoken language is used in

Speaking as a productive language, it is supposed to be something complex in students' opinion. They ever find themselves stressing out over

learning while they are asked to speak out. The students do not understand clearly that the measurement of successful speaking is the existence of speaker in interactive communication because they forget that, as teenagers, they are already the competent users of language.

Apparently, there is difficult tendency in students' mind while speaking. What's their real problem in speaking? "The affective factors". The students adopt a kind of viruses in their mind namely "fear of mistake". They are not totally sure if they are saying is right or wrong. It could be caused of the vocabulary, pronunciation, and grammar lack nesses. The students think English as a difficult and complex language. Thus they are very worry if teacher will ask them to speak in front of the class.

Furthermore, speaking is not only as much as is necessary. It should be achieved the discourse competence. Martin and Rose (2003) state that discourse competent is a form of students' English ability in spoken text. It reflects a communicative context in terms of the speaking acquisition, for example genre as a text type specifically for narrative. Genre of narration is the interesting event that can be conducted in form of entertaining and good lesson story to tell or retell. But constantly, to speaking narrative is not easy as it is. That is to be difficult to students by sharing something sophisticated spontaneously or called as speaking narrative.

The teacher should stimulate a right way for motivate the students intrinsically. It can be done by applying qualified model in teaching learning process, so the students can be more active and practice themselves everywhere.

Bruce and Weil (2004:20) defined that to choose certain models and not others are partly a matter of efficiency and partly a matter of considerable philosophical import. Then the model that is chosen creates the world of the learner.

According to the writer, one of the models which are appropriated to this issue for developing their speaking achievement in narrative text is snowball throwing model. According to Bayor (2010), Snowball Throwing is one of the active learning models which in practice involve a lot of students. The teacher's role here is only as giving guidance on the topic of early learning and subsequent demolition of the course of learning.

However, according Suprijono (2010: 128) Snowball throwing is teacher presents the material to be presented. Teacher forms a group and call the chairman of each group to give an explanation about the material. Each group head back to the group and explain any material submitted by the teacher to his friend. Each student is given one sheet of paper to write down a question of whatever pertaining to material that has been described by the group leader. Paper containing the question is made into a ball and thrown from one student to other students for 15 minutes. After students got one ball / one question is given the opportunity for students to answer questions that are written in ball-shaped paper interchangeably. At the end, the teacher gives evaluation and closing. It can be concluded that the snowball throwing model has the strength to improve students' speaking achievement because it involves the activity of physic and mental while doing the process of cooperative learning. Then the students are encouraged to have bravery to speak loud each other.

In addition, in the journal of Deni Kurnianengih Darusmin entitled "Using Snowball Throwing Model to Increase Speaking Ability of the Second Year Students of SMP N 21 Pekanbaru" states that the snowball throwing model significantly improves the students' writing skill in terms of the narrative text. However, the statistic gives significant differences of the score results of the two cycles were found on the Post-test 2, where about 83.33 % of the students reached the school minimum standard of English subject in speaking ability in narrative text. Moreover, the students' activeness during the snowball throwing model treatment also improved from one meeting to others.

Then finally, by finding out the real problem and the real fact of the journal above in classroom activity specifically in speaking achievement in narrative text, it is interesting to conduct a research in improving students' speaking narrative achievement by choosing snowball throwing model.

B. The Problem of the Study

Based on the background of study above, the problem of this study can be questioned as follows,

"Does the snowball throwing model significantly improve the students' speaking achievement in narrative text?"

C. The Objective of the Study

This study is aimed at finding out whether snowball throwing model could significantly improve student's speaking achievement in narrative text.

D. The Scope of the Study

This study basically limited to the students' achievement of Senior High School on Grade XI. It is related to the classroom observation for the first time; there is a problem in speaking narrative in this certain grade. Thus, one of the suitable models which can be applied is snowball throwing. It is one of cooperative learning which conducts the teaching learning process more meaningful. So, the situation of the classroom is in active learning, and then this model can significantly attract students' competence in group work.

E. The Significance of the Study
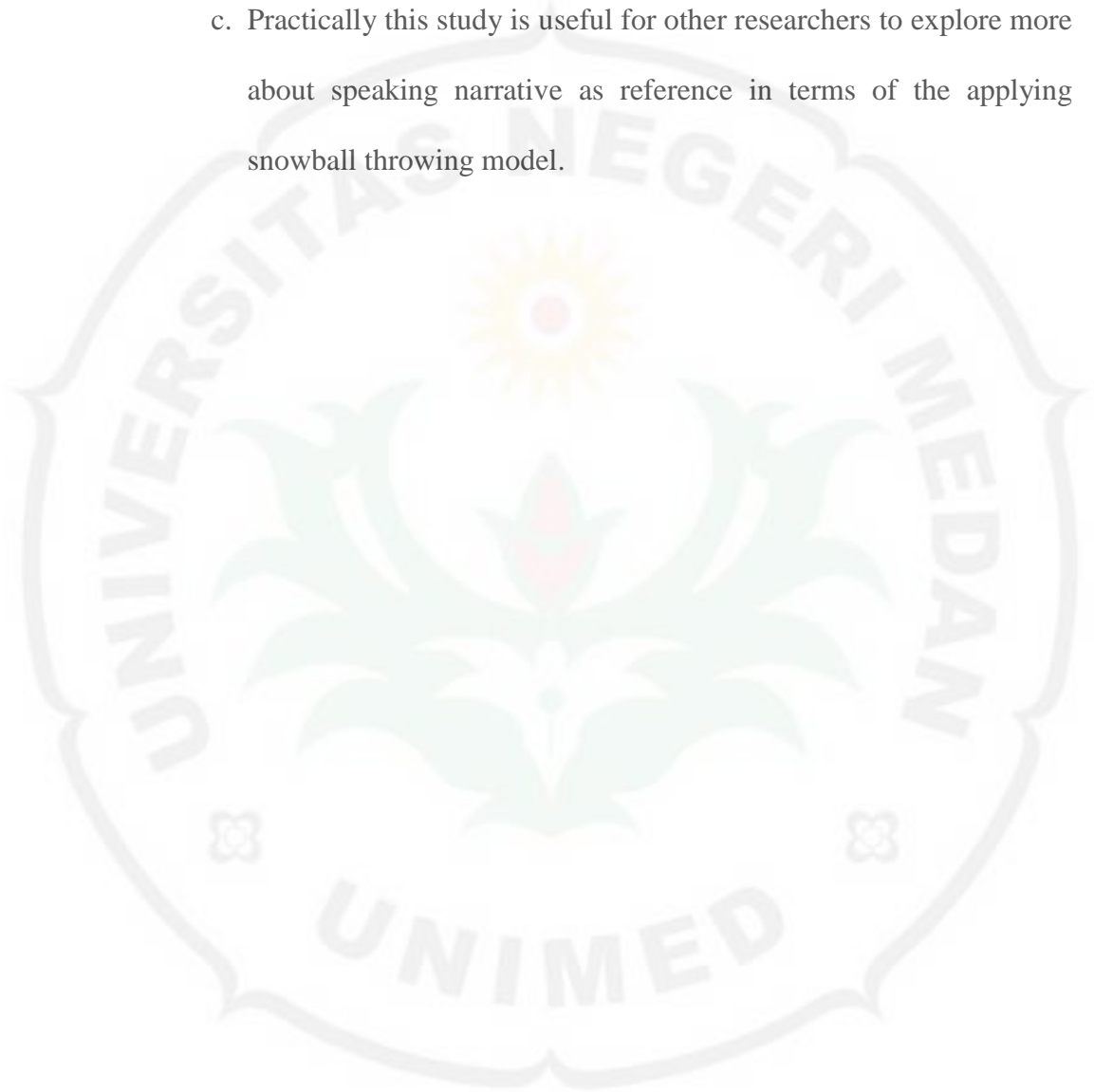
1. Theoretical Significance

   The findings of the study are theoretically expected to be significant for improving students' speaking achievement in narrative text through snowball throwing model.

2. Practical Significance

   a. Practically this study is useful for teaching learning process to improve the classroom atmosphere become more active by applying snowball throwing model in improving students' speaking narrative achievement.

   b. Practically the students become more active in speaking narrative by applying snowball throwing model.

c. Practically this study is useful for other researchers to explore more about speaking narrative as reference in terms of the applying snowball throwing model.