

CHAPTER I INTRODUCTION

A. Background of Study

In learning language, there are two kinds of skills that should be mastered by the learners namely receptive skills and productive skills. Listening and reading skills are regarded as receptive skills while writing and speaking are considered as productive skills. Productive skills consist of producing systematic verbal utterances to convey meaning. The writer focuses on speaking skill because it is very important in our daily life. Speaking is one of the abilities to carry out conversation. Shabani (2013) states that speaking in the foreign language has always been considered as the most demanding skill to develop in the learners of the target language compared to such other skills as listening, reading, and writing. What makes Speaking distinct from the other skills is that the speaker needs to have a quick access to all the relevant knowledge required to produce the appropriate language in relatively short lags of time, whereas in other skills the learners normally have enough time to either match the input with the existing knowledge.

Speaking is the most essential skill since it is the basic of communication. Every body needs to communicate with others in daily life through speaking. It is the tool of communication which plays an important role to reveal an attention to someone else. They need to speak in order to gain information. This skill should be mastered by learners in order to be successful in learning languages. However,

it is a bit difficult to learn because in speaking the speaker just has a little time for planning their utterances as stated by Thornbury (2005).

By speaking, the students can express what is in their mind. They can convey their ideas, their thoughts, their opinions and exchange the information with one another. They can also carry out conversation with others because others will not know what they are thinking about if they do not express or speak up. Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. Therefore, speaking is needed a lot.

The main point in speaking is about how to deliver messages to the listeners so that they can understand what the speakers mean. In every day communication, spoken exchanges take place because there is some sort of information gap between the participants. Thornbury (2005) states in this sense, speaking is like any other skill, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small unit into larger ones. According to Wallace (2004), the more time students have to study the facts, a principle or practice a skill, the better they learn. In shorts, that much more of practice is really needed to enable students to speak up.

Besides, motivation also affects students' speaking ability. Harmer (2007) states that when students walk into an attractive classroom at the beginning of a course, it may help to get their motivation for the process going but when they come to an unattractive place, motivation may not be initiated in this way. So, the

teacher has to create a good learning environment to build the students' motivation in every single learning activity.

The problems that are faced in teaching speaking are the low of motivation and sometimes the fear of making mistakes when they speak English. Based on the writer preliminary observation and interview with the english teacher in SMK SANDHY PUTRA 2, she also found the same problems. The teacher said that only 40 % students in Perhotelan majority whose scores met with Minimal Passing Criteria scores (KKM). The Minimal Passing Criteria scores (KKM) is 70. She found that students were not interested to take part in the classroom activities. It happened because the method used by teacher did not motivate students to be active in the learning process that is going on in the classroom. The teacher just used Lecturing method. The activities just like gives the example to the students then asked them to create their own and practice it in front of the class.

Because of that, they had low ability in speaking and difficulty expressing their ideas in English. They did not have enough courage to speak up and to share their thoughts because it was uncommon for them to express their opinion orally. It happened also not because they did not have any knowledge about the material but just because they were lack of grammar and they did not know the appropriate words to say it in English. Thus, they just kept silent because they were afraid of making mistakes.

In teaching English, there are various kinds of methods needed. To make the students have strong interest and high motivation in teaching and learning

process especially in learning speaking, teacher should apply the best method to improve students' speaking ability. Teacher should be able to create the good atmosphere in learning. The chosen method can make the students enjoy the class, take part actively in the learning activities, and support the students to take much more chances to increase their capability in speaking. But in fact, the teacher did not apply the suitable teaching method like what the writer found during her internship program.

The activities during the speaking class seem to be boring and less interactive because the teacher used the monotonous method. It can be seen from the speaking activities, which used to be about drilling the materials from text book, practicing material, creating conversation in pairs and then presenting in front of the class. It caused the students to feel bored and have low motivation in joining the speaking class. As stated by Effendi (2005), the failure of teaching might be caused by the teachers themselves and the techniques of teaching. In this case the students can study actively if the technique or method used by teachers is interesting and challenging.

There are some methods that can be applied in improving students' speaking ability such as Learning Together, STAD, Snowball Throwing, and etc. From the problem above, the writer tries to apply one of the teaching methods that is Snowball Throwing. Bayor (2010) states Snowball Throwing is one of the active learning model which in practice involves a lot of students. It is one of the cooperative learning model that focuses on group work using discussion in which every group asks questions to another so that the group will work cooperatively to

solve the problem. Farrel and Jacobs (2010) also describe that snowball throwing is a useful cooperative learning method. It can motivate the students to have good capability in speaking. When they have high motivation in joining the speaking class, they will try their best effort to learn about grammar and vocabularies because they want to be active in all of the speaking activities.

The research by using Snowball Throwing to solve students' problem has been done by some researchers. Nurzannah (2014) found that the improvement of the students' speaking skill is significant after applying Snowball Throwing method. Deni found that there was improvement in students' speaking ability by using Snowball Throwing and they could perform a good speaking on all post-tests. However, the statistically significant differences of the score results of the two cycles were found on the Posttest 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 another.

Snowball throwing encourages the students' active speaking participation in the classroom, because this method contains a rich communication where students must be active. That is why the writer chooses this method to improve students' speaking ability in Vocational High School SANDHY PUTRA 2 MEDAN.

B. Problem of Study

The problem of the study is formulated as follows : “Does Snowball Throwing method significantly affect the students’ speaking achievement?”

C. Objective of Study

In relation to the problem, the objective of the study is to investigate the effect of Snowball Throwing method on students’ speaking achievement.

D. Scope of Study

In stratified educational curriculum (KTSP 2006), it is stated that the students must be able to speak English fluently to give and ask their ideas, opinion or argument. Therefore, this study is limited only on the students’ achievement in speaking to show interpersonal and transactional language through Snowball Throwing in vocational high school. Snowball Throwing is assumed to be an effective method to solve the problem rather than other methods in teaching speaking.

E. Significance of Study

The findings of this study are expected to be useful :

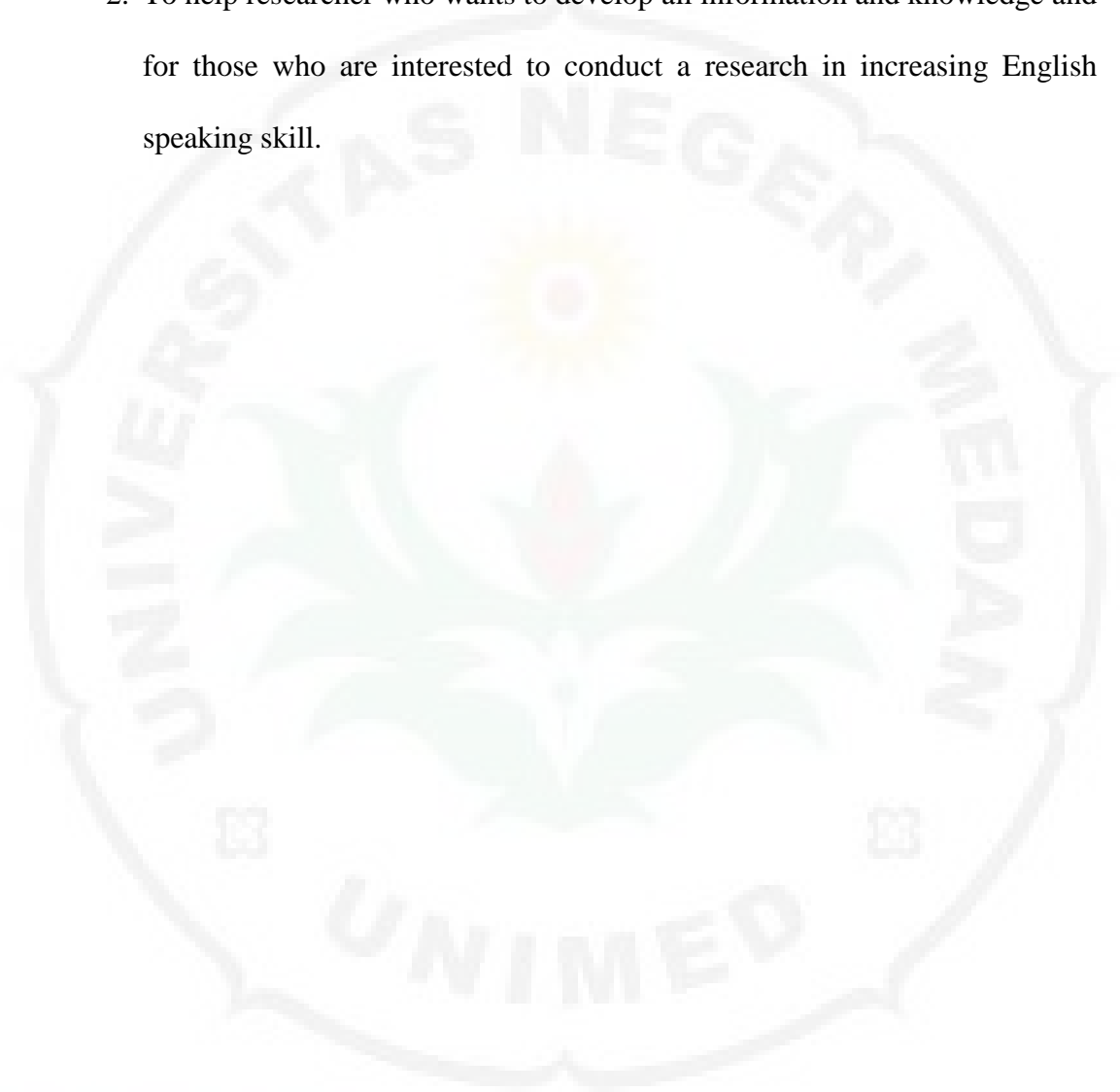
Theoretically :

For English teachers as an alternative method for teaching speaking.

Practically :

1. To assist students to improve their speaking skill.

2. To help researcher who wants to develop all information and knowledge and for those who are interested to conduct a research in increasing English speaking skill.



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