

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the study. It is divided into six parts: background of the research, problem, purpose, significance, limitation, and operational definition.

1.1 Background of the research

English is an International language that is very important especially in Indonesia, English as a foreign language is learnt from elementary school to university levels, with the aim that the students can use it early to face the globalization era. Somehow, the usages of English often face a lot of problems. It is caused by the effect of mother tongue that basically has different formulas from those of English. As a matter of fact, English skills are divided into four skills they are listening, speaking, reading, and writing. These skills are important in English language teaching, however, among those four English skills, speaking ability is the most important that the student should have in learning language (Brumfit, 1984, p.103).

Beside that English is not only concerning with the four language skills that must be mastered by the students, but also with language components such as vocabulary, grammar, pronunciation, etc. Meanwhile, those components become a fundamental thing to get speaking skill in English. In fact, it is really complicated problem to master the components in the same time. Brown (2007:1) said that

learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send receive messages in a second language. Many variables are involved in the acquisition process. Language is not a set of easy steps that can be programmed in a quick do-it-yourself kit.

The condition of teaching-learning process in the class shows that many students get some difficulties to speak English because some of them are afraid to make mistakes in pronunciation and grammar, on the other hand, the students have a little mastery in vocabulary. Some problems above should be solved by the teacher in order to reach the goal of teaching-learning process. The teacher may use some methods that make the students can overcome their problems above. There should be a way to make the students have motivation in enjoying speaking class. Brown (1977:26) states that, in learning a foreign language, therefore, students should be provided with materials and condition that can help them to speak in the target language.

From the observation at SMP plus Darul Hikmah Jenggawah, it was found some problems with students' ability to speak English regarding the four aspects of speaking; vocabulary, grammar, pronunciation, and fluency. They should realize that in learning language they must speak, if they can speak they can also communicate and practice the language they learn. Spears (in Suprijono, 2015:2) said that learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.

Based on the problems above the implementation of an appropriate method is an important utility to overcome the students' problems. An appropriate

method can stimulate the students to be more active in their speaking activity while teaching -learning process is interesting for the students. Thus, each student will try to develop and practice their ability in speaking English.

Among the methods, this research applied “*Snowball Throwing Method*” to improve students’ speaking ability. Snowball is *bola salju* or the ball is made from the round paper as the object used in games. Throwing is an action of throwing something or move something suddenly and forcefully.

Snowball Throwing Method is a methods in which students cooperate to make a question on the paper and form the paper as similar as a ball then throws the ball to the other students and one of the students catches the ball and directly answer the question. Suprijono (2015:147) says that the steps of Snowball Throwing Method are as follows : 1. The teacher explains about the material, 2. The teacher makes groups and calls each the leader of the groups to explain what they do about the teacher material, 3. Every leader back to their group, then explain about the teacher assignment to their group. 4. Then every student gets a worksheet to write one questions about the leader explanation, 5. Then a worksheet made like ball and throw to each groups \pm 15 second, 6. After the student get one ball or one question, the students give opportunity to answer the questions one by one, 7. Evaluation, 8. finish

Why Snowball Throwing Method is important? Because the snowball throwing is one of an interesting method to teach speaking, students can answer their friends’ question to increase the ability of speaking. The teacher explains a material and divides the students into small groups in which each group consists of three or four students. Each student in group makes a simple question based on

the teacher explanation and throws it to another group to answer question. With this method the student can answer the question orally. So here, the researcher tries to prove the Snowball Throwing Method can improve the students speaking proficiency.

For all reasons, this study aims to examine the implementation of using Snowball Throwing Method to develop students' speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah. It is focused on teaching speaking by using Snowball throwing.

1.2 Problem of the research

Based on the background above, the problem to be answered in this research is formulated as: How can the implementation of Snowball Throwing Method improve the students' speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah?

1.3 The objective of the research

The objective of this research is to find: how the Snowball Throwing Method can improve students' speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah.

1.4 Operational definition

1. Speaking proficiency: an ability of students to be able to communicate by expressing an idea through English speaking practice precisely. It will be taken from four aspects: vocabulary, grammar, pronunciation, and fluency.

2. Snowball throwing method: one of cooperative learning techniques in which students cooperate to make a question on the paper related with the material given by teacher and then form the paper as similar as a ball to be thrown to another group of students. Indeed, the student who gets the ball will answer the question orally.

1.5 Significance of the research

The result of this study is expected to give some significances as follows:

1. The result of this study can be a beneficial reference for teachers as consideration in teaching speaking in the classroom.
2. The result of this study can be a beneficial reference for students in speaking especially using Snowball Throwing method.

1.6 The scope of the research

There are some methods in teaching speaking English, but in this study the researcher focused on Snowball Throwing Method to develop students' speaking proficiency for seven grade at SMP plus Darul Hikmah Jenggawah.