

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of six points. They are background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of terms. The six subchapters are discussed in the following.

### **1.1 Background of the Study**

There are so many languages in the world and one of them is English. English is very important because it is one of the international languages which is widely used nowadays. People use English as source of science and good information that can effect development of their countries. Referring to the importance of English, the Indonesian government makes English as compulsory subject to be taught and learnt from Junior High School to University Level.

There are four skills in teaching English at school. They are listening, speaking, reading and writing. Speaking is one of the basic competences of language. Through speaking we can express our ideas to other people. Speaking English is taught to students to make them capable of communicating it correctly. There are some elements of teaching speaking that need to be mastered, namely grammar, vocabulary, pronunciations, fluency. These elements are needed in the process of teaching speaking skill, so that the students are able to build their skill in speaking.

There are many problems in teaching speaking especially in the classroom. The first, the students always do mistake in grammar and pronunciation. Basically they only speak English. They do not pay attention to the sentence structure and corect pronunciation. The second, the students are afraid of making mistake in speaking English which might be caused by limited English vocabulary. The last, the teacher dominates in teaching the students using Indonesian so it cannot increase students speaking ability.

Those problems mentioned previously also appear in the eleventh grade students of SMA Negeri 5 Kupang. Based on the informal observation when the writer conducted teaching practice, he found that the eleventh grade students of SMA Negeri 5 Kupang had a big problem in practicing English or in speaking. They had low stock of English vocabulary, they were nervous and afraid to speak English because their friends in the class laugh at them. Therefore, the teacher must have good technique in teaching English to make the students enjoy and interested learn English and especially to speak English more in class. In this study, the writer is interested to apply the snowball throwing technique to improve students speaking ability.

According to Suprijono (2011: 8) Snowball Throwing is a way to present the material in a lesson where students formed a heterogeneous groups. Then each group elects a chairman of the group to get the task of the teacher and each student creates shape like a football question (question paper) and then it is thrown to the other student, each student who obtains the ball will answer the question.

In other hand Snowball Throwing is an instructional model that divides students into groups, where each member of the group makes a question on a piece

of paper and shapes it into a ball. The expectation of the use of Snowball Throwing technique in teaching speaking at SMA Negeri 5 Kupang is hoped to improve the students' speaking ability in learning English process. The students are hoped to be more active to express their idea, active to respond the material when teaching learning process. Teaching by using Snowball Throwing Technique is hoped can make the students understand their material easily, can increase the vocabulary of the students, and can create the enjoyment during teaching learning process.

Based on the discussion above, the writer is interested to conduct a study the titled **“A Study on Snowball Throwing Technique To Improve Speaking Ability of the eleventh grade students of SMA Negeri 5 Kupang in the Academic Year 2017/2018.**

## **1.2 Statement of the Problems**

Based on the background of study, the problems statements are formulated as follows:

1. Is the use of Snowball Throwing Technique effective in improving speaking ability of the eleventh grade students of SMA Negeri 5 Kupang in the school year 2017/2018?
2. How is Snowball Throwing technique implemented to improve speaking ability of the eleventh grade students of SMA Negeri 5 Kupang in the school year 2017/2018?

### **1.3 Objective of the Study**

The objective of the study are as follows:

1. To find out if Snowball Throwing technique is effective to improve speaking ability of the eleventh grade students of SMAN 5 Kupang in the school year 2017/2018 in learning English process.
2. To describe how is Snowball Throwing technique implemented to improve speaking ability of the eleventh grade students of SMA Negeri 5 Kupang in the school year 2017/2018.

### **1.4 Significance of the Study**

This study will be beneficial for the teacher, students, and writer in the following area:

1. For the teacher

The result of the study will inform the teacher of English at the researched school about one technique that might be used to help students in improving their speaking skill. Besides, he/she will also inform about the speaking skill of the students at the researched school.

2. For the students

This research can encourage them to learn English especially in learning speaking so that they can enhance their speaking ability and find the interesting teaching and learning process.

### 3. For the writer

This writing can hopefully give some important inputs for the writer's knowledge about English especially in speaking ability.

## **1.5 Scope and Limitation of the Study**

This study is a classroom action research which aims at assessing whether snowball throwing technique is effective in improving the speaking ability of the eleventh grade students of SMA Negeri 5 Kupang. This technique can be used to teach the ability of listening, speaking, reading, and writing. However, the writer will use the technique to teach speaking to the students. Besides, there are five elements that should be assessed, they are; grammar, vocabulary, fluency, pronunciation, and comprehension. The writer will focus only assessing the grammar, pronunciation, and vocabulary of their speaking. There are a lot of speaking materials integrated in SMA syllabus; such as greetings, expression of giving suggestion, expression of giving advice, etc. In this study the writer only focus on the teaching of talk about narrative text.

## **1.6 Definition of Terms**

There are some general terms used in this study. To help the reader easy to understand the study, the writer provides some definition of terms in the following lines:

### 1. Speaking ability

Harmer (2001: 269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to

process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the pronunciation, vocabulary, and grammar are required to reach the goal of the conversation, so that what we tell to other people can be understood well.

## 2. Snowball Throwing

It is a learning method that is begun with the establishment of groups represented by the group leader to get the task of the teacher and then each student makes question that was shaped like a ball (question paper) and then throwing to the other students who each student answers question from ball that be gotten (Kisworo: 2008). In this study, the writer will investigate whether the students of SMA Negeri 5 Kupang are able to complete task by talking to each other.

## 3. Technique

According to Gerlach and Ely quoted by Uno (2009) that technique is the way, tool, or media used by teachers to direct the activities of learners toward the goals to be achieved. In Kamus Besar Bahasa Indonesia (KBBI) technique is defined as a method or system of doing something related to art.

Slameto (2010) explained the technique of learning is a plan on ways of utilization and the use of potential and existing means to improve the effectiveness and efficiency of teaching. In other words, the learning technique is a plan how to carry out the teaching task that has been identified so that the task can provide optimal learning outcomes.

Based on the above opinion, it can be understood that the technique is a tool used by teachers to deliver teaching materials that have been selected for learners

#### 4. SMA Negeri 5 Kupang

It is one public of senior high schools which is located at Jalan Thamrin 7 Kupang in East Nusa Tenggara Province.