

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is the activity of someone who delivery the language through the mouth. In teaching and learning speaking, speaking is a skill that must be mastered to acquire a second language at the junior high school stage. Speaking is a tool used for oral communication by saying sounds that have meaning (Wahyuni & Utami, 2021). Delivering words and sentences in speaking to describe someone's feelings, say ideas or opinions and information that is shown as interaction between two or more people. In the point of view David (1986) speaking includes the ability of pronunciation, grammar, vocabulary, fluency, comprehension. Speaking can be categorized as effective, when There are elements in communicating that make up the components of speaking, so that the listener fully understands what the speaker is saying.

Student can speak fluently by knowing the vocabulary, how to pronounce the word, and make sentence in such a way it can easier to communicate. It means the student have to learn the component of speaking because between messages and spoken language are linked. The ability to speak to realize ideas, express belief, and emotion to others (Parmawati, 2019).

The role of speaking in communication is needed because speaking is part of everyday human life, wherefore to create a balanced communication, the speaker can express the ideas that are in mind in the form of words orally by producing

different sounds but having a meaning that totally connects communication between speaker and listener. In addition, speaking trains social communication skills which place humans as social beings and are interdependent, so a reciprocal influence is needed from speaking activities.

At the stage of learning speaking in junior high school, teachers must have teaching method that can hone students' speaking skills individually and groups. The methods used to implement procedural that have been prepared in the form of real and practical activities to achieve learning objectives (Indrawati, 2019), in the current era where teachers are not just center. There are some methods that can be applied, one of which is cooperative learning and the other are question and answer, case study, lecture methods. Teachers keeps up students by making learning more interesting so that it increases students' motivation to learn to achieve speaking skills by playing games in learning in such a way students don't feel pressure in the classroom, especially to master speaking skills.

In fact, there are still many obstacles faced by students in mastering speaking skills, even though speaking is a way to express feelings with freedom of message, but most of the students still think that this skill is difficult to master. Students plan the words to be arranged one by one word before the students are going to talk. It can cause a requiring longer preparation time to speak and students tend to feel afraid to say the wrong word instead of speaking what is on their mind. This fear and several other obstacles such as lack of vocabulary, feeling less confident to speak in class, lack of idea of what are the student going to talk must

be overcome by teachers to choose strategies in teaching and learning speaking in the classroom.

Technique is the teacher's way of conveying teaching materials in a method to show the results of learning. Learning to speak includes: repeating, asking, answering questions, retelling, continuing (Wibowo, 2018). To motivate the students in the learning process teaching in speaking makes the teacher as facilitator who regulates the suitability of various student characters in this aspect which gives rise to figure out the technique that is appropriate so that learning can be carried out smoothly.

Cooperative learning is learning that is done by the teacher by dividing the students into several groups. Which in cooperative learning is not adjusted to the same level of skill, but each group member (student) consists of a low and high level or heterogeneous group (Ghanbari & Abdolrezapour, 2020). This is what will complement each other in each group because students who have easy skills in capturing learning have an intention to transform the knowledge gained to students who have difficulty in understanding learning.

In learning speaking in the cooperative discussion, students distribute opinions about the material presented by the teacher which contains ideas, opinions, comments, or questions that students can give. In addition, the main point in this research is that students are expected to learn the components in speaking skill to grammar, vocabulary, fluency, etc. The goal is for students to create the impression that they work together to achieve the common goal of learning and teaching, especially to help train students' speaking skills.

There are many types of cooperative learning including Teams Games tournaments, jigsaw, group investigation type, make a match, two stay two stray (Paeyanto, 2020). However, in this study, we will discuss the cooperative snowball throwing type which can be used in in the speaking skill classroom.

Snowball throwing type is a technique of exploring the leadership potential of students in groups and the skills of making and answering questions through throwing paper from snowballs (Arif & Rijanto, 2017). When using this type of teaching, the teacher acts as a guide so that the objectives of this type of learning can run according to the rules, besides that the teacher designs for constrained learning in the classroom. Students are divided into several groups, each group has a leader, then students are asked to discuss and make questions on snowball-shaped paper to be thrown to individuals to other groups, then students answer the questions in the ball. This is what trains creative students to find the right answer with the time that has been given so that students can immediately express freely about their opinions, ideas, and feelings, besides that it trains students to be more confident in speaking in class instead of being afraid to speak. because with the strategy of implementing one of these teaching models, their motivation and enthusiasm is encouraged to answer and present the best what they say.

In point of Khumairo, etc (2021) The advantage of implementing this snowball type of teaching and learning are in general very much and divided into the first two categories, which have an impact on teachers, especially students who feel, the benefits for teachers through the snowball throwing type teacher can vary more creative active learning, and changing the atmosphere to be more relaxed, so

that learning does not only focus on the teacher as an explanation in conveying the material to student. In groups, during cooperative snowball each student has the role opportunity to answer, create questions, and be a leader so that they must first understand the material presented by the teacher before making some questions.

Student speaking activity highlight the activities between individually or more student to develop their speaking skill by developing and practicing in social communication. The use of snowball throwing type in teaching and learning speaking is to enable students to master the speaking component by exploring group work and leadership responsibilities. Besides that, because snowball throwing is learning where games are a tool in its application, the class tends to be messy and less conducive.

Therefore, this study investigates the student's response of the use of the snowball throwing technique and how to use the steps in the classroom practice by the teacher. To help students' skills in a group, a type of cooperation learning is needed by snowball throwing. On this occasion, the researcher expects each student to be more involved in the group as Allah said in surah Al-Maida verse 2:

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا
عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ
شَدِيدُ الْعِقَابِ

Based on the verse above, students can adapt to learning by emphasizing the value of cooperation. In addition, by working together to solve the problem, sharing

knowledge between members, and exchanging about the material being mastered, other evidence is contained in the Qur'an surah Al-Baqarah verse 124:

إِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ
قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا قَالَ وَمِنْ
ذُرِّيَّتِي صَلِّ عَلَيْهِ قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ

In addition to group work, cooperative learning has principles that make students learn to be fair leaders, responsibility, and ensure that every member understands what is explained this is stated in the surah.

Therefore, through the explanation and use of the snowball throwing type, it can help students master component speaking so as to create good and correct speaking skills, the researcher intends to conduct research entitled snowball throwing type taking place at SMPN 23 Banjarmasin because the teacher over there has practiced snowball throwing type and in this study was at VIII E, the grade students more encouraging students to be active in speaking skills both individually and involving two or more people in communicating.

B. Definition of Key Terms

To clarify the key terms used in this study, the researcher defines some definitions are forward:

1. Teaching and learning Speaking

One of the most critical skills that the teacher should have in teaching is speaking skills. The teacher is a facilitator plays an important role in making students proficient in speaking English. Students need speaking on how someone's

talk, mention, and understand with others. In this study, the ability of student refers to the mastery of the speaking component which includes the development of new vocabulary and grammar, increasing speaking fluency, and pronunciation.

2. Teaching Method

Teaching method as a conceptual framework in carrying out learning to structure systematically and achieve the goals involved during teaching and learning activities. In this study, the method is cooperative learning to learn in groups with their friends by respecting each other opinions and being able to provide opportunities for gain material, share knowledge, and responsibility in groups.

3. Snowball Throwing Type

Snowball throwing type is one of cooperative learning in the form of a game that uses snowball-shaped paper as a material application tool. It can be concluded, that this technique effectively gives the motivation by increasing students' participation in classroom and establishing the enjoyable teaching and learning activity.

C. Research Questions

Base on the background of the description above, the problem can formulate as follows:

1. How does the teacher use the snowball throwing in speaking activity classroom?
2. What are the responses of students using snowball throwing type in speaking activity classroom?

D. Objectives of This Study

According to the research questions above, the objectives of this research as follows:

1. To describe the teacher uses the snowball throwing in speaking activity classroom.
2. To describe the responses of students using snowball throwing type speaking activity classroom.

E. Significance of

The significances of this research are:

1. The teachers

This study benefits general teachers, especially for teaching English, by providing new information about the steps for implementing snowball throwing besides the direct learning model.

2. The students

The technique will be very beneficial to students, help social communication skills in groups, and provide opportunities for students to develop creative thinking skills to solve problems for learning purposes.

3. Other Researchers

This research can be an inspiration as a source of reference and information that can be developed in other research to improve the quality of knowledge