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THE INFLUENCE OF SNOWBALL THROWING STRATEGY ON THE STUDENTS' SPEAKING SKILL AT THE SECOND YEAR STUDENTS OF *SMPN 2 SUMBERJAYA – MAJALENGKA*

A THESIS

**Submitted to the English Education Department of *IAIN Syekh Nurjati Cirebon* In
Partial Fulfillment of the Requirements for the Islamic Scholar Degree in English
Education (S.Pd.I)**



Arranged By:
NANI SUMARNI
Reg. Number 58430681

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH
FACULTY SYEKH NURJATI STATE INSTITUTE FOR
ISLAMIC STUDIES CIREBON
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ABSTRACT

NANI SUMARNI :“The Influence of Snowball Throwing Strategy on The Students’ Speaking Skill at The Second Year Students of SMP Negeri 2 Sumberjaya – Majalengka”
58430681

In teaching and learning process many kinds of strategy to help students can easier to catch the teacher’s teaching. In learning a language, especially in learning English and one of the language components that should be acquired by learners is speaking. With learning speaking the students can know how to speak well and can communicate with each other.

According to Magnesen (1983) explain that we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, 90% of what we say and do. And the writer belief that with snowball throwing strategy the students’ can get 90% that is (learning by doing) and to grow the students interest in the teaching and learning process.

The field of research is quantitative approach. The sample of research is 30 students. The research instrument used by the writer is: test. In analyzing the data the writer has used the technique of calculation by means of T-test.

Having analyzed the data, the writer has given the test and the result of students’ speaking skill before using snowball throwing strategy is “good enough”. The result of students’ speaking skill after using snowball strategy is “very good”. And the result of students’ mastery in speaking skill by using snowball throwing strategy is “good enough” categories of pre test and post test.

Having to the calculation using “T-test” above, it can known that result of the value t observed (t_o). Because students’ speaking skill before using snowball throwing strategy is “good enough”. On the students’ speaking skill after using snowball throwing strategy is “very enough”. And the students’ mastery in speaking skill by using snowball throwing strategy is $t_{test} > t_{table}$. it means that H_a is accepted and H_0 is refused. So, it means that there is a positive and significant influence of snowball throwing strategy on the students’ speaking skill at the second year students of *SMPN 2 Sumberjaya*.



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

When two or more people communicate with each other in speech, we can call the system of communication that they employ the code. In most cases that code will be something we may also want to call a language (Ronald wardhaugh, 1998). From that statement above language is the most vital instrument in human life. By language man can communicate each other through written or orally.

Trager says that formulated the following definition: a language is the system of arbitrary vocal symbols by means of which a social group cooperates. Language are immensely complicated structures, one soon realizes human complicated any language is when trying to learn it as a second language.

As is evident from above, human life in it is present form would be impossible an inconceivable without the use of language. Naming applying a word to pick out and refer to a fellow human being, an animal, an object or a class of such beings or objects is only one part of the use of language but it is an essential and prominent part.

If the conditions such learning allowed to drag on, it is not possible to conclude an increase in the activity of learning the news content among ele-



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mentary school students will continue to be on the low. The students will continue to have difficulty in expressing thoughts and feelings as well, choosing words (diction) appropriate, develop an effective sentence structure, construct a plausible reasoning patterns, and establish eye contact with other parties in the communicative and interactive at the time convey the intent of going to say.

In this context, it needs the active learning approach to learning improve the content of news conclude that innovative and creative, so that the learning process can take an active, effective, and fun. Students are not only invited to learn about the language in a rational and cognitive, but also encouraged to learn and practice in context and said that the real situation in an atmosphere of dialogue, interactive, interesting, and fun conclude their skills in the form of a news or information. In this way, students will not be stuck in an atmosphere of learning that rigid, monotonous, and boring. Learning increases the activity of learning the news content was concluded to be grain material is always missed and eagerly anticipated by students.

This study will focus on efforts to address the internal factors are thought to be the cause of the low level of ability of students of class *SMPN 2 Sumberjaya*, in a conclusion of the news content, sentence, and the information in English, perceived lack of innovation and creativity of teachers in using learning approaches thus increasing the activity of learning activities to learn conclude their ongoing news monotonous and boring.



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One approach is allegedly capable of learning create a conducive learning situation; active, creative, and fun is using the method of "throwing snowballs technique". (Herdian, 2009).

Based on the definition above one of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English. And the snowball throwing technique can improve the students' skill especially in speaking.

A central theme which this chapter discusses is the status of speech in society at different points in time, and in linguistic theory and practice in particular. A significant issue which I will be addressing throughout this thesis is the fact that spoken form has gained primacy of status in language sciences this century to the point where there has been a merging in applied linguistic, and wider research circles, of the concept of "speaking" with "language".

The chapter tries to explain to this process, why it is significant, and why, paradoxically, it has led to a lack of explicit attention within linguistic theory to the faculty of speech in its own right. The conceptual (brief) historical overviews in chapter II are intended to show some of the implications of this issue for the practice and theory of language teaching. Based on the explanation above, to study speaking is very difficult because need a theory and practice so, in the next chapter will be describe it more.

Rebecca says that (2002 :19) that Historical perspective on speaking is the divisions between researchers who rely more heavily on data, and those



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who treat them with some suspicion did not spring into being in the middle of the twentieth century. Attitudes to the spoken form of language and its position in the curriculum have varied considerably through time, and in different cultures. The trend of the debate can be seen in classical philosophy and attitudes to rhetoric described below.

Furthermore, the status which is given to the faculty of speech in a particular society, or at a particular point in its history, is reflected in the position and emphasis placed on teaching the skill of speaking in the curriculum – something which is as true today as it was in earlier centuries. By looking at how the teaching and study of speech has varied through time a bigger picture, and may point to the ways in which attitudes will change in future.

Attitudes to the spoken form of language have waxed and waned since earliest available records of how and why speaking was taught. These attitudes are usually linked to the ephemeral nature of speech production, and, the fact that until very recently in the history of humanity, spoken language was directed at a present audience by a physically present speaker. In these key facts lie the strengths and weaknesses of the spoken form. On the one hand, its nature permits a speaker to convince, persuade, argue, cajole using all the benefits of being physically in view of the listener through gesture, intonation, eye contact and so on. On the other, unless captured and



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recorded in some form. The spoken word is fundamentally transient in nature and cannot be checked or scrutinised after the event.

Whereas today the pedagogy of the spoken form tends to be overlooked in favour of the more stable and generally manageable written form the following brief survey shows that at various times great emphasis has been placed on the teaching of speech.

An Oxford advanced dictionary the definition of speaking is “to express or communicate opinions, feeling, ideas, etc. By oral as talking and it involves the activities in the part of speaker as psychological, psychological (articulator), physical (acoustic) stages”.

Speaking can be easily integrated into reading and writing assignments as well by having students do the following: collaborate in brainstorming about composition topics, discuss reading comprehension questions, and assist each other in guessing vocabulary items in the context of a reading passage, pool information on reading in order to write summaries or prepare a composition, evaluate each others’ compositions in a peer evaluation format (Marianne Celce-Murcia: 1991:11).

The definition above, to teaching speaking need a technique. And the use of English for speaking is not simple, because the speaker should master several important elements such as pronunciation to improve students. In this case English teachers have responsibilities English speaking competence. So, the teachers are demanded to have teaching method in order to solve the prob-



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lem faced by students learning appropriate technique. In teaching speaking in order that the student are able to be active and creative in teaching learning process of speaking to improve students' speaking competence many method can implemented.

In this case, the writer would like to expose the student difficulties at the second class of *SMPN 2 Sumberjaya* about their skill in speaking. This research was started in Mei 14th- July 28th 2012. After interviewing the English teacher and observing the teaching learning process at the second year students of *SMPN 2 Sumberjaya*, the research found the students' problem: in generally they make mistakes in speaking the words besides the rules of language (grammar) in sentence .in this because of the influence of their native language (indonesian) namely, the way of pronouncing and writing the words is exactly the same, so do the other ethnic language. Where as, inthe way of prounciating and writingthe word is exactly different. For example, the pronunciation of the word "buk" written "book" the pronunciation of the word "dor" written "door", the pronunciation of the word different and so forth.

From the definition above, it is clearly known that the way of pronouncing and writing the words between indonesian and English is exactly different. So, the student has to improves their speaking skill is more clearly.

English has become an international language for many years that is why it is very important to learn besides it plays an important part in our life.



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English is also compulsory subject since elementary school up to university because English is a foreign language. The students *SMP Negeri 2 Sumberjaya Majalengka* get difficulties when they learn. There are four language skills that the students have to learn: listening, speaking, reading, and writing. However, the writer concerned especially in speaking because the field many difficulties. For example, to find the point the passage they do not know how to make dialogue in daily conversation and the pronunciation is good.

B. The Identification of The Problem

1. Field of The Research

The research is entitled: “The Influence of Snowball Throwing Strategy on the Students’ Speaking Skill at the second year students of *SMP Negeri 2 sumberjaya*”. The research field is technique of teaching, where the writer used snowball throwing technique to know how far the influence of using the technique in increasing students’ speaking skill and that can motivate the student’s active in learning English.

2. Kinds of The Problem

A good deal typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, provide information, and students have been conditioned only to “speak when spoken to”. Part of oral communication competence is the ability to initiate conversation, and to change the subject.



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3. The Main of The Problem

One of the main reasons for including speaking activities in language lessons using Snowball throwing strategy is to help students develop habits of rapid language processing in English and to problem solving to solve the problem.

C. The Limitation of The Problem

The writer is focused on the snowball throwing strategy to the students' speaking skill.

D. The Questions of The Research

According to the statement above the writer conclude the form of the research:

1. How good is the students' speaking skill before using of the Snowball throwing strategy at at the second year students of *SMPN 2 Sumberjaya Majalengka*?
2. How good is the students' speaking skill after using of the Snowball throwing strategy at the second year students of *SMPN 2 Sumberjaya Majalengka*?
3. Is there any positive and significant influence of Snowball throwing strategy on the students speaking skill at the second year students of *SMP Negeri 2 Sumberjaya Majalengka*?



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E. The Aims of The Research

1. To know the data about students' speaking skill before using snowball throwing strategy.
2. To know the data of the students' speaking skill after using snowball throwing strategy
3. To know the positive and significant influence of Snowball throwing strategy on the students' speaking skill at the second year students of *SMP Negeori 2 Sumberjaya Majalengka*.

F. The Use The Research

The research hoped is able to:

1. Increase the developing of language learning, especially in increasing and improving speaking skill.
2. Find that strategy that enjoying.
3. To help the students improving their speaking skill.
4. To motivate active in learning English.

G. Operasional Definition

X_1 variable : the students ability in snowball throwing strategy in the process of teaching and learning it can support and sucess of the teaching and leraning. The use of strategy have a purposes the students more enjoy and happy.



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So, that strategy of teaching and learning is very important for us, can help teacher message explanation of teaching and learning.

X₂ variable : the students' skill in English speaking in the process of teaching and learning it can support and success of the teaching and learning. it is supposed to be one of skill of the process of teaching and learning that is used by the teacher, in the presenting the to his or her students. And that skill could make a students not shy and more confident to speak English well.

H. Frame of Thinking

There are four skills in any language, say English namely, listening, writing, reading and speaking. Language is the most instrument of human life, because without language we can do nothing. So, it is very important to human communicate each other. There are many reason why we are use the language such as for communication and connect a relationship with other people, and etc. But, we are talking a language, especially in English. Because in the globalisation era English became an international language, especially for the students in the skill of speaking.

Rebecca says that (2002 :19) that Historical perspective on speaking is the divisions between researchers who rely more heavily on data, and those who treat them with some suspicion did not spring into being in the middle of the twentieth century. Attitudes to the spoken form of language and its position in the curriculum have varied considerably through time, and in different cultures.



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The form of the debate can be seen in classical philosophy and attitudes to rhetoric described below.

Furthermore, the status which is given to the faculty of speech in a particular society, or at a particular point in its history, is reflected in the position and emphasis placed on teaching the skill of speaking in the curriculum – something which is as true today as it was in earlier centuries. By looking at how the teaching and study of speech has varied through time a bigger picture, and may point to the ways in which attitudes will change in future.

Attitudes to the spoken form of language have waxed and waned since earliest available records of how and why speaking was taught. These attitudes are usually linked to the ephemeral nature of speech production, and, the fact that until very recently in the history of humanity, spoken language was directed at a present audience by a physically present speaker. In these key facts lie the strengths and weaknesses of the spoken form. On the one hand, its nature permits a speaker to convince, persuade, argue, cajole using all the benefits of being physically in view of the listener through gesture, intonation, eye contact and so on. On the other, unless captured and recorded in some form. The spoken word is fundamentally transient in nature and cannot be checked or scrutinised after the event.

Whereas today the pedagogy of the spoken form tends to be overlooked in favour of the more stable and generally manageable written form the following



brief survey shows that at various times great emphasis has been placed on the teaching of speech.

There are many aspects in the teaching a foreign language, the teacher should have enough knowledge of that language in order that he or she can be the sample for his or her student. The teacher should therefore be competent at the language and the school facilities should support the process of teaching and learning. Herdian (2009) says that In the snowball throwing technique, teachers strive to provide the opportunity for students to develop the skills content of news or information to conclude that they received in the context of real and complex situations. Teachers also provide experience to students through integrated learning using processes that are related in a natural communication situation and the context of social, scientific, social and environmental matter. Through the principles of the use of such language, pragmatic approach to improving active learning in the learning infer the news content is expected to bring students into the situation and the context of real language study concluded that increasing the activity of the news content can rub off on students as something that is rational, cognitive, emotional, and affective.

In general, the process of the teaching and learning English in the place of using the English is a medium in the process of teaching and learning. In this case, the various technique teaching aids play an important role to help the students' speaking skill. Among the technique they are using is the snowball throwing strategy. And it is exactly right to help the student can speak well than

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before. And the writer believed this strategy can help the students' speaking skill it is exactly right because in the last meeting the students can speak very well. And I am proud to heard that.

I. Hypothesis

The hypothesis of the research and to make the testing hypothesis more clearly understood, the writers states the following statistic hypothesis James Dean Brown said that in Kaeriyah (2010:50) states that.

Ho : Null hypothesis; there is not a positive and significant influence of snowball throwing strategy on the Students; speaking skill

Ha : Alternative hypothesis; there is a positive and significant influence of snowball throwing strategy on the students' speaking skill



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