

IMPROVING STUDENTS' MOTIVATION IN SPEAKING BY
USING SNOWBALL THROWING AT SEVENTH GRADE OF
SMP NEGERI 5 LANGSA

THESIS

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ABSTRACT

The objective of this research is to improve students' motivation by using Snowball Throwing in learning speaking. The subject of the research is students in class VII-4 of SMP Negeri 5 Langsa which is consisted of twenty six students, in this study the writer use purposive sampling technique to get the samples. The writer conducts this research is Classroom Action Research. The data is obtained by using three instruments those are observation, test and questionnaire. The test is divided of pre-test and post-test. The result of this research states that Snowball Throwing can improve students' motivation in learning speaking. It is based on the result data that show that there are differences score among the students' score of pre-test before doing the action and after doing the action of post test in each cycle. The post-test in cycle I showed that the mean of students' score is 63,07 and in the post test of cycle II the mean of students' score become 70. It means that the score has passed the Minimum Completeness Criteria (KKM) that have been determined by the school. In line with the result of the research, it is essential that the teacher should be able to perform as an innovator of learning and should use a variety of techniques to motivate students' speaking English. The students also should more improve their motivation and interested to English, especially speaking.

Keywords: *Motivation, Speaking Snowball Throwing*

ABSTRACT

Name :Nurlisma Place/Date Of Birth:Desa Meunje Mesjid, December 16th 1990,
Reg. No :140900325, The Title Of Thesis:**Improving Students' Motivation
In Speaking By Using Snowball Throwing At Seventh Grade Of
Smp Negeri 5 Langsa**

Snowball Throwing learning is an instructional model that divides students into groups, which will each member of the group make a question on a piece of paper and shape it into a ball. The expectation of the use of Snowball Throwing in teaching speaking at class VII-2 of SMP Negeri 5 Langsa is hoped the students can improve their motivation in learning English, especially speaking. The students are hoped more active to express their idea, active to responds the material when teaching learning process.

The objective of this research is to improve students' motivation by using Snowball Throwing in learning speaking. The subject of the research is students in class VII-4 of SMP Negeri 5 Langsa which is consisted of twenty six students, in this study the writer use purposive sampling technique to get the samples. The writer conducts this research is Classroom Action Research. The data is obtained by using three instruments those are observation, test and questionnaire. The test is divided of pre-test and post-test. The result of this research states that Snowball Throwing can improve students' motivation in learning speaking. It is based on the result data that show that there are differences score among the students' score of pre-test before doing the action and after doing the action of post test in each cycle.

The post-test in cycle I showed that the mean of students' score is 63,07 and in the post test of cycle II the mean of students' score become 70. It means that the score has passed the Minimum Completeness Criteria (KKM) that have been determined by the school. In line with the result of the research, it is essential that the teacher should be able to perform as an innovator of learning and should use a variety of techniques to motivate students' speaking English. The students also should more improve their motivation and interested to English, especially speaking.

Based on the observation sheet in each meeting, it was found that the teaching learning process ran well. The students were more active and enthusiastic working in group. It was conducted that Snowball Throwing can improve the students' achievement in speaking especially in describing people. The application of snowball throwing technique is one of the alternatives in teaching English, especially in teaching speaking.

Keywords: Motivation, Speaking, Snowball Throwing

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CHAPTER I

INTRODUCTION

A. The Background of The Research

Every group of people in the world has their own languages. These languages are as an instrument of communication between one group and another. The English language also takes part as means of communication not only in the country that used English as first language but also in other countries that used it as second or foreign language. Rudith and Kowner in their book state that English is not only spoken by an unprecedented number of people, both absolutely and relatively, but it also serves as a fertile field for lexical borrowing.¹ That is, many of other languages are increasingly turning to English as a source for new vocabulary and incorporating English loan words in their lexicon, similarly in Indonesia. English is very important today both for requiring variously knowledge and for communication with people of other countries. As international language it is learned by many countries in the world, one of them is Indonesia. English learned in Indonesia from primary school, junior high school up to tertiary level of education. There are four skills that are taught in English, those are reading, speaking, listening and writing.

However speaking is an important one. It also became a subject in the school. Speaking is productive skill; the students should be able to speak English as knowing the language. Therefore, view learning of language as learning how to

¹ Rudith Rosenhouse and Rotem Kowner. *Globally Speaking: Motives For Adopting English Vocabularies in Other Languages* (Great Britain: Cromwell Press Ltd, 2008), P. 4.

speak the language. Quoted from Prendiville and Toye statement, speaking cannot separated from listening, speaking is is the ability to talk, and to speak.² In other hand speaking is to send the message for the other one or to be able to communicate. To teach this skill in teaching speaking students have to communicate with their friend or with the teacher by using English in class, at least during teaching learning process. That is the most important for the students to practice it. In this case, the teacher's task develop their ability to the language for a variety of communicate purpose. Also the teacher should control the students every day and guide them to practice English with their friends and English teacher in daily habitation.

Besides improving students' speaking skill, the teacher should develop the student's ability to use the language meaning full and realistically, because the students will be motivated to some activities when they fell again something out of it. Here teacher should pay attention to the suitable materials and the effective technique in conducting the speaking class. Occasionally, the students will speak up motivated it the teacher carry out an appropriate technique in conducting speaking class. As regulators and actor teaching and learning activities, teachers must be able to present the technique and methods that can attract the attention of students in teaching and learning. Teacher need to find the appropriate method that can be used in teaching and learning. Not a few students are considered English is a frightening specter and boring. Many teachers also have difficulty

² Prancis Prendiville and Nigel Toye, *Speaking and Listening through Drama* (London, Paul Chapman Publishing, 2007), P. 41.

determining the appropriate technique so students are able to accept what is being taught and more interested in learning English, especially in speaking.

Professional Teachers or good teachers are they who can create the stimulus or chance for the students in other that to think and can solve the problems in the lesson. Not all of students have big motivation to learn especially English, like we know it is become one of difficult lesson for the students' assumption. Based on the observation and data source that was gotten by the researcher of the school where the students of SMP Negeri 5 Langsa have a big problem in practicing English or in speaking, because low of vocabulary, nervous and afraid if their friends in the class laugh them especially the students in class VII-4. Therefore, the teacher must have exact technique in teaching English to make students enjoy and interest to learn English.

The goal in the teaching learning process of an institution of education is hoped the students able to understand and able to realize it in their daily life, likewises the goal of learning English. In learning English, ideally the students able to explain or answer the task after taught a material by the teacher. At least, they can remember the materials and can repeat it in the next meeting. The students also hoped should respond and enthusiast in learning English because English is one of the important language in the world. In fact, those goals do not run well, many of students cannot do it. Many of the students does not enthusiast in learning English. Therefore, the writer tries to use the Snowball Throwing technique to improve students' motivation in speaking.

According to Suprijono that quoted by Fauzi Maufur Snowball Throwing is a way to present the material in a lesson where students formed a heterogeneous groups then each group is elected chairman of the group to get the task of the teacher and each student create shaped like a football question (question paper) and then thrown to the other student each student to answer the question of balls obtained.³ Meanwhile, Slamet Suyanto quoted from Kisworo, Snowball Throwing learning model is a method of learning that begins with the formation of a group that represented the head of the group to get the task of the teacher and then each student to ask questions that shaped like a ball (question paper) and then thrown to the other pupils that each student to answer the question of balls obtained.⁴

In other hand, Snowball Throwing learning is an instructional model that divides students into groups, which will each member of the group make a question on a piece of paper and shape it into a ball. The expectation of the use of Snowball Throwing in teaching speaking at class VII-2 of SMP Negeri 5 Langsa is hoped the students can improve their motivation in learning English, especially speaking. The students are hoped more active to express their idea, active to responds the material when teaching learning process. Teaching by using The Snowball Throwing is hoped can make the students understand the 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 conducted the title **“Improving Students’ Motivation In Speaking By Using Snowball Throwing At Seventh Grade Of Smp Negeri 5 Langsa”**.

³ Fauzi Maufur, *Sejuta Jurus Mengajar dan Mengasyikan* (Semarang: PT. Sindua Press, 2009), P. 59.

⁴ Slamet Suyanto, *Dasar-Dasar Pendidikan Anak* (Yogyakarta: Hikayat, 2005), P. 72.

B. The Problem of Research

As mentioned above, this research will address the following question
How does Snowball Throwing improve students' motivation in speaking English
at Seventh Grade of SMP Negeri 5 Langsa?

C. The Purpose of the Research

The objective of the study was to find out how does Snowball throwing
improving student's motivation in speaking English at Seventh Grade of SMP
Negeri 5 Langsa.

D. Significances of the Research

Based on the research problem and the research significance stated above,
the results of this study are expected to have hoped as follows.

1. For Schools

The results of this study can expect to add information about the models of
motivation, learning English, especially speaking English learning
motivation.

2. For Teachers

The results of this study can be used as an alternative to motivation in
speaking English by using Snowball Throwing at seventh grade of SMP 5
Langsa.

3. For Students

The results of this study can be used Snowball throwing to help improving student's motivation in speaking skills.

4. For Writer

The results of this study, the writer will indirectly enlarge her knowledge and get experience by doing this research. The writer hopes it will give a contribution in the educational side to the development of language teaching and learning to improve student's motivation in speaking skill by using snowball throwing.

E. The Scope of the Research

Based the background of the study, therefore the researcher takes the scope of the study that is this study was restricted to find out the students' motivation in speaking English during the teaching and learning process through using Snowball Throwing method at Seventh Grade of SMP 5 Langsa. The teaching technique that used in this research is Snowball Throwing. The material that used by the writer in this research is limited on Descriptive Text which focus on theme *how to describe people in English*, then the topic is constricted to describe the members of family like father, mother, brother, sister, excreta. The students can describe the characteristics of their family in descriptive text through the simple sentences.

F. Hypothesis

Hypothesis is the tentative statement that is as an assumption or a guess about something that observed.⁵ According to Arikunto, the hypothesis is defined as provisional answer toward the research problem.⁶ The hypothesis of this research is state below:

1. Snowball Throwing can improve students' motivation in speaking English at Seventh Grade of SMP Negeri 5 Langsa.

G. Terminology

To avoid misunderstanding about the sense of terms, the writer defines some words as follows:

1. Motivation

Sandra Graham and Bernard Weiner stated that motivation is the study of why people think and behave as they do, the concept of motivation is to think about typical achievement behavior, such as studying for an examination and to view it as a temporal sequence that is started, sustained, directed, and finally terminated.⁷ Motivation is the basic impulse that drives a person behaving.⁸ While from the behaviouristic perspective, motivation is "quite simply the anticipation of reward".⁹

⁵ Nasution. S, *Metode Research* (Jakarta: PT Bumi Aksara, 2005), P. 39.

⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), P. 71.

⁷ Sandra Graham & Bernard Weiner, *Theories & Principles of Motivation* (Los Angeles : University of California) Journal National Science Foundation , P: 63

⁸ Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta : Bumi Aksara, 2008), P.

1

⁹ Atef Al-Tamimi & Munir Shuib. *Motivation And Attitudes Towards Learning English*. Journal of Language Studies. Vol. 9 No. 2 (2009) P: 31.

From the definition above, the writer revealed that motivation is a process that describes the intensity, direction and persistence of effort to achieve a goal. Motif is a condition, requirement, or encouragement that consciously or unconsciously, which leads to the occurrence of a behavior. The motivation is behavioral stimulation or stimulation that occurs in accordance with the desired direction.

The complexity of the individual's responses to various treatments will certainly complicate those efforts, but by using motivational techniques well-planned and timely, then the motivation of business to do. Psychologists provide the basics of the theory of motivation and psychological theories of learning, the task educator to integrate these theories with its science education in creating a psychological situation that will stimulate the emergence of motivation in students.

2. Speaking Skills

Speaking skill is the most important skill that can acquire and learned by the students as foreign language in school. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity.

3. Snowball Throwing

Quotes from Anitah, Snowball Throwing is method of learning that begins with the formation of the group represented by the chairman of the group to get the task of the teacher then each students make a ball shaped like a question (question paper) ago thrown to the other students, each student answered questions from the ball obtained. ¹⁰

¹⁰ Anitah, *Strategi Pembelajaran* (Jakarta: Universitas Terbuka, 2009), P. 16.

Activities throw the ball the question is will make the group become dynamic, because the activities of the students not only to think, write, ask, or speak. But they also do a physical activity that is rolled paper and threw it at another student. Thus, each member of the group will prepare because in turn they have to answer the question of friends are contained in a ball of paper.

This learning model snowball throwing teachers try to give opportunities for students to develop skills conclude contents news or information they obtain in real contexts and situations complex. Teachers also provide experience to students through learning integrated with the use of interrelated processes in the situation and context both natural social communication, and even the social environment.