CHAPTER I

INTRODUCTION

This chapter presents some aspects related of study. It consists of background of the study, the research problems, and the objective of the study, the significance of study, the scope, limitation, previous study and definition of the key term.

A. Background of Study

In real communication, people use signs, symbol, rules, and gesture to communicate, to share the information, to express their feeling with interlocutor. People has used it as a means of communication, to share the information so they can express what they want, what the meaning of they mean. All of means of communication light signs, symbol, rules, and gesture are language. As the statement:"Language is a system of signs and symbols and rules for using them that is used to carry information". (The Merriam-Webster and GARFIELD Dictionary; the 1st Dictionary with Attitude; 1999:342)

Language is important thing to communication because it is the tool for communication. Language is also the country's identity used as the tool to unite the country. Every country has their own language and it is impossible to communicate with foreign people using their each language. English is one of the language that used by people around the world to make an interaction

between them. Because, English was became the accepted international language of technology and commerce.[1]

All around the world, students all of ages are learning to speak English, but their reason for mastering in English can differ greatly. Many people learn English because they have moved a target-language community and they need to be able to operate successfully within that community.[2]

The English language is the foreign language in our country and that is learning by all students' at school and university level. The reason people want to learn foreign languages especially English they think it offers a chance for advancement in their personal life. By expert English language, they would probably get a better job if their National language. English has a special position in the global world since English has become an international language of communication.

English is one of the lessons in Indonesia. Someone has a goal to learn the English language in order to learn the English language can speak English can understand English. There are four skills of English that must be mastered in learning English. They are listening, speaking, reading, and writing.[3]

One of the important skills in English is listening. Listening is the basic skill that should be first practically acquired in learning English.[4] It is impossible for people to speak without learning listening. Children learn to

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[1] Tom Hutchingson and Alan Waters, *English for Specific Purposes: A Learning-Centered Approach*, (Cambridge University Press, 1987),6.
[2] Jeremy Harmer, *How to Teach English*. (Longman: 2007), 11.
[3] Oemar Harmalik, *Media Pendidikan*, (Bandung: Penerbit Alumni, 1986), 81-82.
[4] M. Affan Maulid Muhtadi, *The Effectiveness of Teaching Listening Using Bottom-Up Strategy to Minimize the Difficulties Faced by First Grade Student of MAN 2 Kediri in Listening Class*, (Kediri: STAIN Kediri, 2011), 3.

listen before they learn to talk. Furthermore, listening is frequently used more than other language skills. It means listening is the most prevalent activity and most people spend their time to get information from the speaker through listening skill. In contrast, listening does not get fully attention in school. Of all the language arts, listening is an important skill in language learning that we seem to neglect.[5] It is clear that it is hard for students to develop their skill in listening because they rarely get the listening activities. Actually, if the students listen more, not only understand the speech, but also they know the meaning at speaking themselves.

SMAN 1 Pare is a state school that has high hope to develop the academic and non academic value. In the development level, this school has several state and sertificate teachers. But, the students still cannot follow the material in every subject. It is not suitable as Douglas' statement that students always do more listening than speaking in the classroom.[6] The students of this school rarely listen to speech in English.

Based on preliminary study and interview on February 2018, the first grade students of SMAN 1 Pare still have difficulties in Listening. The teacher just gives priority to teach English in reading and writing. He rarely uses listening to teach English material to the students. It is like in Richard says about the background to the teaching of listening that Listening was

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[5] Nobuko Osada, *Listening Comprehension Research: A Breaf Review of The Past Thirty Years Vol.3*, (Waseda University, 2004), 54.
[6] H. Douglas Brown. Teaching by Principles. (San Fransisco: San Fransisco State University, 2001), 247.

virtually ignored.[7] The teacher applies the listening section in teaching learning process, but it is not optimally in developing students' skill. The learning activity is applied in the classroom when the teacher said several words, and then she asked the students to repeat it. After that, the teacher gives the meaning of those words. So, it means that the students cannot improve their ability listening. When the teacher explains the material to the students, it also does not use English. He usually uses Indonesian to explain English material. Because of that, the students do not get the listening section fully. In addition, to improve listening skill in this school is difficult because the language labolatory is not available in this school. So, they receive listening section by mini tape recorder. (*Appendix 3*)

Concerning to the difficulties of listening, teacher needs the method, good strategy and interesting materials in teaching learning process. One of the techniques to improve the students' ability in listening is Snowball Throwing. In snowball fight, student working in group must identify what they know (ideas), and what they do not know and must learn (learning issue) to solve a problem.

By using Snowball Throwing in teaching English, it is hoped that the teacher gets new good method in teaching English and get the effectiveness of this method are students can be highly motivated and interested in this learning English, thus they can improve their mastery in English subject.

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[7] David Nunan, *Practical English Language Teaching*. (Singapore: The Mc Graw-Hill, 2003), 25.

Based on the explanation above, the researcher wants to apply teaching English using snowball throwing to improve students listening skill and make them more active in teaching learning process. The researcher takes in SMAN 1 Pare which is the atmosphere of this school was supported to be developed. The researcher will analyze it in this study with the title **"Using Snowball Throwing Technique to Improve the Listening Skill of the First-Grade Students of SMAN 1 Pare"**.

B. **Research Problem**

Based on the background of the study, the general question of this study is "How can snowball throwing technique be implemented to improve the students listening skill of the first-grade of SMAN 1 Pare?"

C. **Objective of Study**

Related to research question stated above, the objectives of this study are that the researcher wants to know how snowball throwing technique can improve listening skill at first-grade students of SMAN 1 Pare.

D. **Significance of Study**

The result of the study is expected to gives contribution to teacher, students, and researcher itself in searching for appreciate learning strategy toward successful teaching learning process.

First the researcher expect this research will be useful for the teachers to get knowledge and information about improvement of students listening skills, using snowball throwing technique will be enjoyable and make teacher easy to give material to the students.

Second the result of the research hopeful gives contribution to the students to understand their ability and can help students learn English easily because it taught with fun.

Third this research will be helpfully for the next researcher. It can help them to find out the sources and use it as one of references, although, it only give a little contribution.

E. Scope and Limitation

The scope of the research is application of story in learning process and the limitation of the research, the researcher focused on the student of the first-grade at SMAN 1 Pare that being the subject of this research.

F. Previous Study

A previous research has been conducted previously by Yunisrina Qismullah Yusuf entitled The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension. It was a experimental research. In her research, she focused on the applying snowball throwing technique (hereafter, STT) in teaching reading and to figure out whether STT can improve students' reading comprehension skill for the 10th grade students at a senior high school in Nagan Raya, Aceh, Indonesia.

Furthermore, a previous research has been conducted previously by Rahmat Wirawan L, Ferry Rita, and Abd. Waris entitled Increasing Vocabulary Mastery Of Seventh Grade Students Through Snowball Throwing. In their research, they want to prove whether the students'

vocabulary mastery can be increased by using snowball throwing technique or not.

The previous researches concerned on the improving of snowball throwing in teaching reading and vocabulary mastery, while in this research the researcher would concern on the goals of listening skill, they are students score improvement.

G. The Definition of Key Term

There are used to below to provide clear ideas of the topic that will be discussed:

1. Improving

In this study, improving means that the researcher makes the students' listening skill increases by using snowball throwing. This increasing is showed by students' result in test after they got listening activity.

2. Listening

In this research, listening is a process of the students which listen to the English song. It is an active process in which listeners select information from the song and relate the information to existing knowledge in their long-term memory for better understanding and comprehending what they hear.

3. Snowball

Snowball is an activity in school where the students make a group. Each group makes a question with an answer. The question will throw to

other group. The teacher observing and give a feedback if there are wrong answer.

CHAPTER II

LITERATURE REVIEW

This chapter presents about definition of listening, listening in language teaching, listening process, definition of snowball, overview snowball throwing technique, advantages and disadvantages of snowball and implementation of snowball throwing in teaching listening.

A. Definition of Listening

Listening is an active process. It differs from hearing, which is passive. In listening, the listener has to pay attention and comprehend the verbal communication delivered by the speaker the other definition of listening is as hearing something that one is meant to hear.[8]

Listening is an active, purposeful of making sense of what we hear. Listening is a receptive skill. This is, it requires a person to receive and understand incoming information. Because listening is receptive, we can listen to and understand things at higher level than we can produce. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are "creating the meaning" in their own minds. As Buck (1995) point out, the assumption that listeners simply decode message is mistaken, "Meaning is not in the text, but is something that is contructed by listeners based on a

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[8] AS. Hornby. *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1995), 687

number of different knowledge sources. "Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge. Listening is meaning based. When we listen, we are normally doing so far a purpose. It can be said that we do not listen to words, but we listen to the meaning behind the words.[9]

B. Listening in Language Teaching

Based on listening comes from a verb to listen which means to make an effort to hear somebody or something. Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

Listening is one of the four basic skills in which student of English should be trained. Since training this skill is often neglected and the students have a few opportunities to listen to English spoken in the non English speaking country, the improvement of the students' listening comprehension will depend largely on effective teaching in the classroom. The progress in listening will provide a basic for development of other language skills. The statement implies that listening skill can support the students to master the other language skills. Listening in a language teaching-learning process processes important contribution to other major language skills and of course it must be taught in language teaching.[10]

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[9] David Nunan, Practical English Language Teaching, (Singaore: Mc Graw-Hill, 2003), 24.
[10] Ibid, 78.

C. Listening Process

There are three stages of listening process. There are pre-listening, whilst listening and post-listening. The brief explanation of those activities as follows.[11]

a. Pre-listening

Pre-listening can be done in variety of ways and occurs naturally when listening is part of an integrated skills course and listening task is linked to a previous content-based activity. The pre-listening includes:

1) An orientation activity, designed to enable students to activate what they already know and to predict information.

2) A vocabulary and grammar activity, designed to help students in advance with problematic vocabulary and structures.[12]

b. While-listening

When the learner actually begins listening to the input, there needs to be some expectation for concrete action. "While listening" task can include guided note taking, completion of a picture or schematic diagram or table, composing questions any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. It can be as follow:

1) A table completion activity, designed to be done during two or three listens.

2) A note-taking activity, designed to be done during two or three listens.

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[11] Michael Rost, *Listening Task and Language Acquisition*, (University California, Berkeley,-), 20.
[12] Ibid, 23.

3) A noticing activity, best done after one of the more global activities above.[13]

c. Post-listening

This is the most important part of listening instruction because it allows the learner to build mental represent. These are the activities in the post listening:

1) A partner activity, design to help students articulate what they have understood.

2) A clarification activity, designed to help students use active listening strategies.

3) A reflection activity, design to personalize the activity.[14]

D. Definition of Snowball

Snowball throwing is one of the techniques in cooperative learning. Because cooperative learning can be applied to almost any assignment in any curriculum for any learner, it means that we can apply snowball throwing for teaching listening. Suprijono (1999) states," learning environment and management system of cooperative learning for snowball throwing are provide opportunities for learning democracy, enhance the appreciation of students on academic learning and changing norms related to achievement, prepare students to learn about collaboration and social skills through active participation of learners in small groups, provide opportunities for active participation in the process of learning and learners in an interactive

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[13] Ibid, 24.
[14] Ibid, 25.

dialogue." Johnson (1989) States, "As an interaction model, cooperative learning endorses this general approach after receiving instruction from the facilitator, classes are organized into small group and given clear direction regarding expectations about outcomes and suggestions about group processes. The small group than work through the assignment until all group members successfully understand and complete it." Those states above explained how important and how effective the applying of cooperative learning in teaching English.

A snowball fight is a physical game in which snowballs are thrown with the intention of hitting somebody else. The game is similar to dodge ball in its major factors, though typically less organized. This activity is primarily played during months when there is sufficient snowfall. A scuffle or play fights whose object is to hit unallied participants with snowballs. (En wikipedia.org/wiki/ snowball fight)

Giant snowball Oxford jpg a snowball is a sphere object made from frozen water or snow, usually created by scooping snow with the hand, and compacting it into a roughly fist-sized balls are thrown with the intention of hitting somebody else.

E. Overview Snowball Throwing Technique

Snowball throwing is one of the active learning methods for the direct attention of learners to the material presented.[15] Step-by-step methods Snowball Throwing are as follows:

1. Teachers deliver the material that will be learnt.

2. Teachers make groups and call the chairman of each group to give an explanation about the material being taught to their students/members.

3. The group heads back to each group and explain any material submitted by the teacher to his friends.

4. Each student is give a sheet of paper, to write down one question concerning any matter which has been described by the group leader.

5. The paper containing these questions was made into a ball and tossed one student to another student about 15 minutes.

6. Then each student have one ball or one question and give the opportunity for students to answer questions that are written in ball-shaped paper in turn.

7. Evaluation

8. Closing

The activity of throwing the question balls will make group to have spirit and be active. Because of this activity, students not only thinking, writing, asking question and talking but they also do a physical activity that is rolled paper and throw it to the other students. Thus, each member of the

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[15] Agus Suprijono. Cooperative Learning Teori dan Implikasi PAIKEM, (Yogyakarta: Pustaka Belajar, 2009), 128.

group will be preparing for their turn to answer a question from a friend that contained in ball paper.

F. **Advantages and Disadvantages Snowball**

Snowball Throwing Technique has an advantages and disadvantages. The advantages are:

1. It's make student enjoyable

2. Students aren't shy to practice in oral communication because, their partner are themselves friend

3. As an examine and try out what the student know

4. Improve the student communication skills

5. Students develop deeper understanding on the subject

The disadvantage is; it is difficult to evaluate students learning products.

G. **Implementation of Snowball Throwing in Teaching Listening**

Remembering new word is hard. Words are slippery things: before we know it, they've wriggled away and are gone. It takes a lot of effort to keep them where you want them. It seems that it is in order to retain a word, students have to go through three distinct processes. They have to fix the meaning of the word in their minds; they have somehow to make the word their own-to personalize it so that it takes on a color and character for them and becomes part of their individual word store-and they have to use the word creativity in contexts for themselves.[16]

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[16] Jill hadfield. *Intermediate vocabulary games*.(England: Person Education Limited, 1999)p.4

According to this situation, we know that learning by doing is better than only giving material because it will motivate them to express and explore a new thing and a new experience to the students such as giving question through an active learning strategy supported by interesting media of teaching.

Snowball Throwing Learning Model is one technique of cooperative learning. This learning technique to trains students to be more responsive to receive messages from other students in the form of snowballs made of paper, and conveys the message to his friend in a group. According to Bayor (2010 in Deni 2011:2) states, ''Snowball Throwing is one of the active learning model which in practice involves a lot of students." The teacher's role here is only as giving guidance on the topic of early learning and subsequent demolition of the course of learning. It seem effective the applying of cooperative learning in teaching English.

CHAPTER III

RESEARCH METHOD

This chapter presents some aspects related is the topics of study. It consists of research design, the object of the study, the research procedure, and the Determine of the success.

A. The Research Design

The research design that is used in this study is Classroom Action Research (CAR). This research was designed to solve practical problems in the process of English teaching and learning, especially in teaching listening. The method will use snowball throwing to help the students to improve their skill in listening.

Classroom Action Research for learning aimed at developing a certain instructional strategy to solve practically instructional problem in English classroom.[17] English learner is basically able to learn English provided that he or she is given the appropriate helps as each learner has his or her own style and strategy of learning. The Classroom Action Research was done usually in two cycles. It began with making planning, acting, observing, and reflecting on the process and the result of the implementation.

Kemmis and Mc. Taggart add in Nunans' book explain that action research is group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without involvement of others, which

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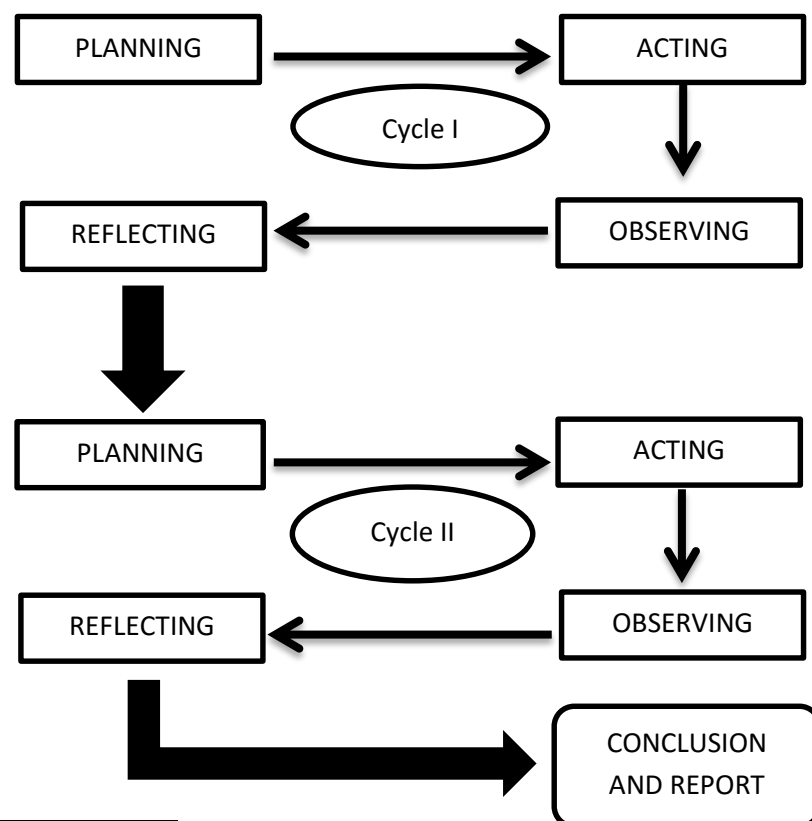[17] Manur Muslich, *Melaksanakan PTK Itu Mudah (Clasroom action research)*.(Jakarta: Bumi Aksara, 2009)

is aimed to make an interesting or understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be action research, the essential impetus for carrying out action research is to change the system.[18] From that explanation, classroom action research conducted by the class teacher without any intervention of the other and aim to hang of other relevant as like students against the method submitted and change the system that previously considered less efficient and less attracted the attention of students.

Table 3.1

KEMMIS & MC TAGGART MODEL (1988)[19]

RESEARCH DESIGN OF CLASSROOM ACTION RESEARCH

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┌──────────────┐                    ┌──────────────┐
│   PLANNING   │ ─────────────────▶ │    ACTING    │
└──────────────┘     (Cycle I)      └──────────────┘
                                            │
                                            ▼
┌──────────────┐                    ┌──────────────┐
│  REFLECTING  │ ◀───────────────── │   OBSERVING  │
└──────────────┘                    └──────────────┘
       │
       ▼
┌──────────────┐                    ┌──────────────┐
│   PLANNING   │ ─────────────────▶ │    ACTING    │
└──────────────┘     (Cycle II)     └──────────────┘
                                            │
                                            ▼
┌──────────────┐                    ┌──────────────┐
│  REFLECTING  │ ◀───────────────── │   OBSERVING  │
└──────────────┘                    └──────────────┘
       │                            ┌──────────────┐
       └──────────────────────────▶ │  CONCLUSION  │
                                    │  AND REPORT  │
                                    └──────────────┘
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[18] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

[19] Arikunto, Suharsini, Suhardjono, Supardi, (Jakarta: *Penelitian Tindakan Kelas*. 2008), 16

B. The Subject and Setting the of Study

This study conducts at the first grade students of SMAN 1 Pare in the academic of 2017/2018. The researcher uses class X-Social 4 as sample in this research. Therefore, participants in this study are students on class X-Social 4 at SMAN 1 Pare in the academic 2017/2018. There were 18 males and 18 females. This class still has low in listening based on English teacher.

C. Research Procedure

In this research, the procedure was applied in each cycle. It was divided in two meeting. The following step was taken from Kemmis and Taggart model of action research.[20] This study will conduct through: Preliminary study, planning, implementing, observing, and reflecting.

Here are the described in below:

1. Preliminary Study

In the preliminary study, the researcher tried to get information of teaching and learning process in the classroom by interviewing and observing to the English teacher and the students of first grade students at SMAN 1 Pare for finding out information related to the current condition in the teaching listening process consist of students' problem, the strategy that had been applied to teach listening, and the class which have the lowest score in listening class. After that the researcher made the question for pre-test. The observation was conducted on February 2018.

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[20] Kemmis and Tagart, *Teaching and Learning Language* (Canada: Soleil publishing. Inc, 1998)

2. Planning

Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve in the instructional problem. It refers to a good preparation done before doing the action (implementation). Some activities include in planning are lesson plan, instrument, and preparing criteria of success.

a. Lesson plan

Meeting 1

Tahap	Kegiatan	Waktu
Preliminary	Building knowledge and Stimulation	
Core	a. Introduction song lyric by snowball throwing b. Developing song lyric with snowball throwing	
Closing	Evaluation	45 minute

Meeting 2

Tahap	Kegiatan	Waktu
Preliminary	Stimulation and Preparation	
Core	a. Developing song lyric with snowball throwing	
Closing	Evaluation and Reflection	45 minute

b. Instrument

Research instrument are tools to collect data in order to the activities of gathering data can be systematic and easier. There were the instruments of this research: Listening Test and Scoring Guide.

1.) Listening test

Listening test is needed to know how the improvement of the students achievements' in English when teaching with snowball throwing technique. Listening test were in the form of multiple choice items which is consisted of 5 questions and essay consist of 20 questions. The expected answers were A, B, C, D for multiple choice. Each correct answer had 5 point and incorrect answer got 0 point for multiple choices and essay for correct answer had 3 and 4 point and 1 point for incorrect answer.

2.) Scoring guide

From the data which is got, it will be identified with proper test. The result of the test can be counted by convert the total number of correct answer. Since the questions are multiple choices and essay test, the score of correct number is 5 and incorrect answer is 0. And essay for correct answer had 3 and 4 point and 1 point for incorrect answer. (*Appendix 4*)

c. Criteria of success

To determine whether the program is successful or not, there must be an evaluation because very program need an evaluation.

According to Sudikin et al, determine the success of the action based on consideration made by the collaboration teacher and the researcher.[21] In this research, the collaborative teacher and the writer determined the criteria of success in every cycle, which get 80% every cycle or get 75 minimally for students.

In this classroom action research (CAR), the researcher makes two criteria of success. The criteria as follow as:

1. If 80% of students get score at least 75.

2. If the average score is at least 75.

After giving observation in every cycle, the data from observation could be analyzed. The result from the observation will analyzed by using percentage scoring as formula:[22]

$$\text{Percentage} = \frac{\text{Student who get minimally 75}}{\text{Total of students}} \times 100\%$$

To know the improvement of students' listening skills, the researcher compares the mean/average of every cycle. The formula is as follow:

$$M = \frac{\sum X}{N}$$

Note:

M   = Mean

$\sum$X   = Total of score

N   = Total of students

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[21] Sudikin et al, *Manajemen Penelitian Tindakan Kelas* (Surabaya: Insan Cendekia, 2002),p.103
[22] Ibid. p.225

3. Acting

This action based on the lesson plan (RPP) that is made. Here, the researcher acts as a teacher who manages the learning technique process. The researcher uses snowball technique to improve students' listening skill. The media which used is the material from book and internet. The researcher used the lesson plan in each meeting. There are two meeting in each cycle.

4. Observing

Observing was the process of collecting data indicating the success of the strategy to solve the classroom problems. The focus of the observation was on the data related to the criteria of success that had been decided.[23]

In this part, the researcher observes and collects the data was done after planning and the acting. It was done during the action research in the classroom. That was happening in the teaching and learning activity in conducting and accurate observation

5. Reflecting

This reflection activity is another thing to do after the planning, acting, and observation, for considering the result of observation. In this step the researcher took all data from acting monitoring which those were observing the test result of students. The data were analyzed and compared to the criteria of success made in CAR (Classroom Action

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[23] Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Malang: UM Press, 2013)

Research) for getting a valid data in processing of teaching and learning activities at SMAN 1 Pare.

If at least there were 80% of the students in the class got score 75, the Snowball Throwing technique would be said successful. If the researcher met targeted criteria of success, she would draw conclusion. Besides, if it failed to achieve the targeted criteria of success, she would revise the lesson plan and start the next cycle.

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