

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part presents about some related information topics of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

The discussion is presented under the following sub headings: 1) Talking Stick Method, 2) Snowball Throwing Method, 3) Speaking.

#### 1.1. Talking Stick Method

##### 1.1.1. *The Concept of Talking Stick Method*

Talking stick is one of methods which can improve the ability for improving four language skills especially speaking skill. This is a method that uses a stick as a tool and by using this methods, it will make the students interested in the learning process. The students will speak actively in front of the class because they have a chance for speaking and sharing their opinion directly when they hold the stick and then stand up in front of the class. Talking stick is also one of methods that can improve students' vocabulary. By improving the vocabulary, so the students will be easier to speak English without any hesitancy.

According to Brown (1972:7) cited in Rahayuningsih(2013:2),talking stickmethod is a method in the learning process by a stick, student who gets the stick must answer the question by the teacher. This method gives an

alternative manner to refresh and add vocabulary in a more enjoyable way. It not only trains the students to speak up, but also creates fun and active condition in the class.

Nasihand Kholidah (2006:136) define that talking stick method is one of cooperative learning methods in the learning process by a stick, the student who gets the stick must answer the question by the teacher. Talking stick method is not only trains the students speak up but also creates fun and active condition in the class.

In another source, talking stick is one of cooperative learning models. In applying of this cooperative learning, the teacher divides the class becomes some groups with five or six students who are heterogeneous (Huda, 2014:224). So, every student will get their own group.

Based on the explanation above, talking stick is one of methods for improving the students' vocabulary mastery. This is one of ways for making the students increase their vocabulary. By increasing their vocabulary, it will make the students easier for arranging their words becomes a good sentence. It means that their ability for speaking will improve then. Talking stick is the method that will make the students interested and happy. The most important thing is the students will not be bored with the condition of the class. By this condition, the teacher will be easier to manage the class. Talking stick also has another benefit to make the students more active in the class. They will focus and concentrate to the teacher's instruction. When the teacher uses the talking stick method, it will make the students speak and listen their teacher in

the learning process. It will be better for them in the English class because they will concentrate to the teacher's material.

By using this method, the teacher also will more be well-prepared for their teaching in the learning process. When the teacher prepares well for his/her teaching, it will make the teaching and learning process will be more fun. It means that the teacher will be easier for getting the responses of the students.

#### ***1.1.2. The Procedure of Talking Stick Method***

In this method of talking stick, there are procedures or steps for doing talking method that has to be followed in the classroom. (Rahayuningsih, 2013:9). These are the procedures of talking stick method:

- 1) The teacher prepares the materials and explains the materials in the class.
- 2) Then the teacher prepares a stick and a set of computer for doing talking stick method.
- 3) The teacher explains the main topic for the game. Then, the students read and learn the materials for some minutes (10 minutes).
- 4) The teacher commands the students to close their books and takes a stick.
- 5) The teacher gives the stick to a student.
- 6) The teacher plays music while the stick moves from one student to another student until the song or music stops.

- 7) The student who gets the stick when the music stop must stands up and answers the teacher's questions about the material that is given by the teacher before.
- 8) Then, the stick rolls on again and again until each student gets the stick and takes part in the learning process randomly.
- 9) Finally, the teacher gives the evaluation and makes the conclusion from the learning process.

According to Huda (2014:225), there are procedures of applying cooperative learning type talking stick:

- 1) Making a group, the teacher divides the class into some groups consist of six students who are heterogeneous. The group is formed based on the solidarity, perspicacity, friendship, or the different interest.
- 2) Preparing the stick, the teacher prepares the stick that has a long until  $\pm$  20 cm.
- 3) Giving the material, the teacher gives the material to the students with the material of greeting-greeting, request, question and answer.
- 4) Giving the stick, the teacher takes the stick then gives to one of the students. Stick is given by hearing the song of the music and continued by giving the stick to another friend until the music stop.
- 5) Answering the question, the teacher gives the question and the student who holds the stick has to answer the question. Then the stick will walk again and again until most of the students get the chance for answering the question.

- 6) The teacher gives the conclusion.
- 7) Then the teacher gives the evaluation or assesment.
- 8) The last one, the teacher closes the learning process of the class.

In other sources, the procedures of talking stickmethod (Aini, 2010:44) are mentioned;

- 1) The teacher prepares the materials and a stick.
- 2) The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).
- 3) The teacher gives the stick to a student.
- 4) The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.
- 5) The student who gets the stick must stands up and answers the teacher's questions.
- 6) Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- 7) Finally, the teacher gives the evaluation and makes conclusion.

Based on the steps above, the researcher choose the steps of playing talking stick from Rahayuningsih which appropriate for the students. From the explanation we can also conclude that students will be more prepared because there is no time for avoiding the stick. Stick will walk from one hand to another hand, so the students who got the stick must answer the question from the teacher. By answering the question from the teacher, it will increase



the students' bravery to speak in front of the class. They will also feel comfort because of the music that will be played.

### ***1.1.3. The Strength and the Weakness***

Talking stick is one of appropriate methods of the learning process for improving the speaking skill of the students. As another method or technique, the talking stick method also has the advantages and the disadvantages or the strength and the weakness for the learning process, both for the teacher and for the students.

According to Aini (2010: 45), cited in Rahayuningsih (2013:10), talking stick method has strengths and weaknesses. The advantages of it are to attract the student's preparation, train the students to comprehend, and recall the materials vividly. While the weaknesses of this method could make the students be strained and afraid when they get the stick and must answer the teacher's question.

In another sources, according to Huda (2015:226), the cooperative learning of talking stick has the strength as below:

- 1) This is suitable with all of the class and age.
- 2) It can try the ability of the students.
- 3) It trains the students' skill in reading and comprehension the material quickly.
- 4) It gives challenge to the students become a prepared student in every condition.

According to Shoimin (2014:199), besides strength, talking stick also has the weakness as below:

- 1) It makes the students feel in the heart gymnastics.
- 2) The students who aren't ready, so they cannot answer it.
- 3) It makes the students feel tight.
- 4) It makes the students felt frightened with the question that will be given by the teacher.

Based on the explanation above, talking stick method has the advantages for making the students to focus on and concentrate to the materials that will be given by the teacher. They will speak in front of the class when the stick comes to them. So, this method is one of methods which is suitable with the learning process for improving the students' speaking ability. Although there is still the weakness of the talking stick method, it is not the big deal because the weakness above will be solved by some alternative ways. They are; the teacher will give the clue to the students who cannot answer the question, so they will think more to get the best answer. So, by this weaknesses, the teacher must avoid the weakness by giving some clues or examples to rise their memory of the material given before.

## **1.2. Snowball Throwing Method**

### ***1.2.1. The Concept of Snowball Throwing Method***

Snowball throwing method is one of methods which is suitable for the learning process because the technique of this method is for improving the

speaking skill and developing that skill. This method is one of methods that is used by many teachers for their students for improving four skills, especially in this speaking skill.

According to Suprijono (2013:128), the snowball throwing is also called the snowball drilling technique, is used to train students to be more responsive to receive messages from other students in the form of snowballs made of paper, and to convey messages to friends in their group. Whenever a student gets the paper ball from another student, she/he must answer the question written on the paper ball.

Rahmadini (2012:2-3) said that snowball throwing is one of learning models that makes the students able to respond the message from other students and send that message to their friends in a group. This model is amusing the students.

According to Bayor (2010), snowball throwing is one of the active learning models which in practice involved a lot of students. The teacher's role here is only giving guidance on the topic of early learning and subsequent demolition of the course of learning.

From the explanation above, the teacher will give the guidance for the students first and giving the information. Then the next step, the students will continue the information to another friend. Students will be more active for speaking because this method involves the students a lot. By involving the students in the learning process, they will be more active to learn. They will focus on the materials that will be given by the teacher.



Suprijono (2013:128), cited in Susanty (2016:120-121) mentions that technique has advantages to train students' readiness since the ball is thrown at random and the student who gets the ball must answer the question and share their opinions with the other members of the group. The snowball throwing is also able to increase the speaking ability of students because in these activities they will have different roles to speak. This means that they do not have to take the same responsibilities all the time since in this technique the students should formulate and answer the questions properly and correctly.

According to Suprijono (2010:129), said that snowball throwing means as a learning method started by making a group consisted of the leader for receiving the job from the teacher then each student makes a question and made it to be a ball paper (question paper) then it is thrown to another student that each student will answer the question from the ball that they get.

Based on the explanation above, snowball throwing is one of methods which have more benefits for the teacher especially for the students to improve their skill in speaking. They will cooperate with the condition of the class and their friends as a group after the teacher gives the information for the leader. All the students will think it over because all of them will get the question from their friend by throwing the paper's ball. There are no students who relax because all of them will get the paper which contains the question. By reading the question in front of the class, they will directly answer the

question, so the snowball throwing is a suitable method for improving the student's speaking skill.

### ***1.2.2. The Procedure of Snowball Throwing***

Snowball throwing technique is the method which makes the teacher tries to provide the opportunity for students to develop the skills for speaking. According to Suprijono cited in Susanty (2016:121-122), the steps for implementing the snowball throwing are as follows. First, the teacher delivers the topic. Then, the teacher puts the students into groups. After that the teacher calls up the group leaders and explains the materials to them that they have to deliver it to the members in every group. After the group leaders re-explain their members with what the teacher has told them, each student in the group then writes a question related to the materials on a piece of paper which s/he then rolls into a ball. She then throws her ball to another student in her group who must read out aloud the question in the ball and then verbally answer it.

Besides that, according to Suprijono (2012:128), there are steps for performing the snowball throwing method as below:

- 1) The teacher presents the material to the students.
- 2) The teacher makes a group then the teacher calls each the leader of the group to be given the explanation about the material.
- 3) Each leader comes back to the group then they explain the material that is gotten from the teacher to their friends in the group.

- 4) Then, each student will get the paper for writing a question related to the topic.
- 5) Then, the paper that contains a question will be made as a ball and it throws to another friend.
- 6) The student who gets the ball will get the chance for answering the question that is written on the paper.
- 7) Evaluation.
- 8) Closing.

Based on the explanation above, the procedure of the snowball throwing will help the students to prepare and focus on the learning process. They will read the question loudly in front of their friends directly while the other will answer the question by expanding the information.

### ***1.2.3. The Strength And the Weakness***

There are some advantages of the snowball throwing method as follows:  
(Susanty, 2016:121)

- 1) It improves leadership skills among students because there is a group leader whose responsibility is to convey messages to her friends as members of her group.
- 2) It trains students to be independent because each student is given the assignment to create a question to be delivered to another student. Besides that, each student also has a responsibility to answer a question from one of her friends.

- 3) It develops creativity of the students who have to create questions and form their paper into a ball.
- 4) It creates a lively classroom atmosphere because all the students must work in order to complete their tasks.

Based on the explanation above, the strength of the snowball throwing is good for helping the teacher for making the nice class because they will get the advantages of the method. By using this method, the students will get the responsibility as a leader or as a member of the group who has to work together. The students nowadays have to be trained for sharing because a knowledge is from not only a teacher but also their friend.

In contrast to the above advantages, according to Istarani (2012), cited in Susanty (2016:121) explains some of the disadvantages of snowball throwing as follows:

- 1) The explanations from the group leader sometimes are not as clear as that are given by the teacher, as a result the members of a group may not understand the explanations given by their group leader because the group leader has forgotten some information or even because she is unable to explain the snowball throwing clearly.
- 2) Some students may not yet be able to create good and correct questions.
- 3) After getting the ball from his friend, a student may not be able to answer the question correctly especially if the question is not clear or, in other words, the question is incomprehensible.

- 4) It can be difficult to determine whether the learning objectives are achieved or not.

Based on the explanation above, it can be said that even though the method will run well, it will be bad if the leader cannot deliver the information well and the students also still cannot create good sentences because it will make such a kind of misunderstanding in the group. So, by this weaknesses, the teacher must have some ways to avoid the weakness by giving some clues to each group of the class. Not only the teacher who give the clue but also their friend. It will make the communicate between them for being a good friend. As a teacher, the teacher has to give the motivation for the students who speak in front of their friends not to be afraid for doing some mistakes.

### **1.3. Speaking**

#### ***1.3.1. The Concept of Speaking***

Speaking is one of four skills that have to be mastered by the students because this skill is one of the important skills as the product that can be seen in their communication. This skill is important as a device for making a conversation with another people to present the ideas and showing the expression of the people to another. According to Brown (2004:115), cited in Susanty (2016:119) has written that speaking is an oral interaction where participants need to negotiate the meaning of ideas, feelings and information. In this case, the listener must understand the relationship between the ideas presented.



Based on the theory, speaking is one of devices for people to make the conversation to get a goal that will be achieved. It is in line with Nurhayati(2011:14) stated that speaking is the productive oral skill. It consists of producing systematic verbal to convey meaning, speaking is the active use of language to express meanings so that other people can make sense of them; and speaking is the verbal of language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken.

According to Bueno, Madrid, and McLaren(2006:321), speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read, and sometimes even to listen it in a L2 because grammar has a long written tradition.

In another sources, Harmer (2007:29) said that when speaking we construct words and phrases with individual sounds and we also use pitch change, intonation, and stress to convey different meanings.

Based on these theories, speaking is the ability to produce articulation sounds or sentences that express an idea or feeling. Speaking is one of the way people communicate to another people in this world. So, another person will know what the people say, and speaking is the important part of the communication. By seeing connection of communication and speaking in

our life, so we need to improve our ability in speaking for our future to face the world.

### ***1.3.2. Types of Speaking***

According to Chaney (1998:13) cited in Sanaa (2013:32), defines speaking skill as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. So, speaking is one of activity using verbal and nonverbal symbol in a variety context.

According to Bentayab (2008:28) cited in Sanaa (2013:33), there are three types of speaking situation. They are:

#### **1) Interactive Speaking Situation**

It commonly contains face to face interaction. It happens as a part of dialogue in communication, and what is said depends on the understanding of what else said in the interaction. For example, I say something in the conversation. So, the conversation will not be connected to what has been said before.

#### **2) Non Interactive Speaking Situation**

Some speaking situations are totally noninteractive, especially when recording underlies speech from radio broadcast where interpreting underlies listening.

#### **3) Partially Interactive Situation**

When giving speech to live audience, during the conversation the audience does not interrupt the live speech.

We know that speaking also has some types in many ways of interaction. Speaking to another one directly to another person can give the response on the time. Speaking for the radio is also speaking but there is no response from the listener. The last one is like a speech in front of the audience, they speak directly in front of the people but the audience does not give the comment.

Based on the explanation, both of the teacher and the students have to know what kind of speaking is. The teacher can give the motivation for the students to improve their ability in speaking directly. So, here the researcher will apply the partially interactive situation because the students will speak the conversation and there are no another students who will interrupt them. In this research, the researcher uses the interactive speaking situation for knowing the ability of students' speaking directly by the conversation.

### ***1.3.3. Teaching Speaking***

According to Thornbury (2005:26) cited in Anjaniputra(2013:3), suggests three stages in teaching speaking skill. The first stage is awareness (i.e.: to be aware about characteristic of the target language). The second stage is appropriation which means the combination of language characteristic into students' existing knowledge. The third one is autonomy (i.e. the ability to use language on their own way).

According to Murcia (2001:110) When teaching speaking English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to

make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends.

Teaching speaking is one of the important thing to increase the ability of student's skill in the learning process of English class. To improve the students' speaking, the teacher has to give the interesting method in teaching speaking, so the students will be interested to the teacher teaching.

Based on the theory, there are three parts of teaching speaking skill, one of them is awareness. As a teacher, we have to improve the motivation of the students so they will study more. The students will know the target language and this is one of the teacher's challenge.

Then, the second one is the appropriation, the teacher has to know how to combine the language characteristic into students' knowledge. Because each student has the different knowledge, so the teacher has to prepare the material based on the students' characteristic.

The last one is about the autonomy of the students. Most of the students sometimes do not know what to say and do not know how to speak with their own language correctly. They have the difficulties for saying something to answer another people's question in English because they still do not know the appropriate sentences for them.

Based on the explanation above, teaching speaking is very important to improve students' English skill, so the teacher has to prepare the teaching well.

#### ***1.3.4. Motivation in the Learning Proccess***

Sometimes in the learning process of the study, motivation has the biggest effect in the students success for achieving the aim of the study. Students who has the big motivation in themselves more has the high score in the class. It causes of their spirit in study, so it makes them better in the learning process.

Hamalik (2010:108) mentions the function of the motivation in the learning proccess is below :

- 1) Motivate for appearing the act of the behavior. Without the motivation, so it won't make the students motivate to study.
- 2) Motivation function as a guide, it means that it will guide the students for achieving the learning process that is wanted.
- 3) Motivation function as an activator, it means that it will actuate the students behavior.

Beside the motivation above. In another source Suprijono (2013:163) mentions that the motivation also has some indicators, they are:

- 1) There is a desire and wish to be success
- 2) There is motivation and requirement in the learning process
- 3) There is a hope or wishing in the future
- 4) There is an appreciation in the learning process
- 5) There is an interesting activity in the learning process
- 6) There is a good learning atmosphere, so it probably makes the students can study well.



Based on the explanation, motivation is related to the purpose of the learning process. It makes the students always in a good way to study and will not belost the guiding of the learning process. The students will know the aim of the activity that must be done as the purpose in the learning process.

Meanwhile, Keller (1968) cited in Suprijono (2010) cited in Aimah et al. (2015:98) states that to promote the teaching and learning process, the teachers must understand four categories of motivation. Those are attention, relevance, confidence, and satisfaction.

#### 1. Attention

In this part of attention category, Keller divided that attention into two types. There are perceptual constructed and inquiry constructed. For the one, The perceptual constructed talks about how to get the surprising of the interest's students. While for the inquiry constructed is tended on how to give the stimulation from the teacher to all students by giving some challenging questions or problems to be solved. To stimulate the teacher should use some ways to make them get involved in the learning activity.

#### 2. Relevance

The teacher should use some simple and real examples in order to make them understand and they could connect the material and their daily activity. So, to make the materials clear for being given to the students, the teacher could use the simple and concrete examples. There are experience,

present worth, future, usefulness, needs matching, modeling, and choice which become the categories that are related to the relevance.

### 3. Confidence

In this part of confidence category, the teacher should give the students part of showing their exercise or work to stimulate the students in having their confidence in joining the teaching learning process. A gift that is given by the teacher will give the positive affect to the students. By giving a gift, it will make the students certain that they have an ability like another friend.

### 4. Satisfaction

The success of teaching learning activity for getting the goal of learning will give the influence of the students' satisfaction in the learning process. From the affirmation or motivation got by the teacher, the students will try to reach the success of learning process by doing some activities in the daily activities to support it.

Teaching and learning process is not only giving the material to the students without giving the reinforcement but also giving some affirmation and motivation to the students for gaining their success in their future and can be achieved well.

Based on the explanation, the researcher took all of the points for supporting the students' motivation data in the researcher's questionnaire which have been spread in the school.