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FOSTERING STUDENTS' MOTIVATION ON SPEAKING THROUGH TALKING STICK AND SNOWBALL THROWING METHOD

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Abstract

This research was a study to examine the students' motivation on speakingthrough talking stick and snowball throwing. It used descriptive quantitative. It meant that this research would find the students' motivation toward the use of talking stick and snowball throwing method. The subect of research was the eighth grade of SMPN 3 Tegowanu. There were 44 students. The data analysis of this research were questionnaire and video documentation. Based on the research result, the students' motivation of questionnaire were3.38 students response very good in the use of talking stick in the experimental class. Than, there were 3.00 students response was good in the use of snowball throwing method. It meant that the students have a motivation to the learning process especially in speaking skill. Meanwhile, the result of the video documentation showed that the students' motivation became better than in the previous meeting. The students who really felt ashamed at the beginning now they are not as ashamed as before. The students be more confident that at the beginning they always hide their face and ashamed to speak up because of less confident. Even their motivation for sepaking much better after being given the method of talking stick and snowball throwing. Then, the researcher suggests that the teacher could use talking stick and snowball throwing method in teaching speaking to achiev students' speaking ability.

Keywords: talking stick, snowball throwing, students' motivation

Introduction

Speaking has an important part of people's communication of the world. By speaking, someone will know what people mean in their communication. English speaking ability is very important for people interaction where people almost speak everywhere and everytime through English. In this global era, many people use English as media of communication and it makes people who come from different countries easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution.

According to Rebecca (2006, p. 144), cited in Efrizal (2012, p. 127) speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Based on the states above, speaking is always on our daily activity. In SMP N 3 Tegowanu, the teacher hoped that speaking is one of the students' ability is which must be mastered but in fact, the students still thought that English was not important at this time, so they still ignored their ability in English especially in speaking.

Because of the condition, it made most of the students spoke in Indonesian or Javanese too as a response of the English class. The teacher also still did not motivate and stimulate the students to increase their ability of speaking in English. It was one of the problems that made the students thought that speaking English was not the important thing in their competence. By motivation, students will be more get the energy for themselves to know the English lesson better than before as the source which said that motivation is one of the change energy or the students who are token with the feeling which appears and the reaction for achievement the objective (Hamalik, 2010, p. 106).

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, p. 224).

Besides talking stick, snowball throwing is a method that is also used by many teachers for their students for improving four skills, especially in this speaking skill. According to Rahmadini (2012, p. 2-3),snowball throwing is one of learning models that makes the students able to respond the message from mother students and send that message to their friends in a group. This model is amusing the students.

Those methods also have the benefit for the learning process for the students and for the teacher. Based on the definition above, it shows that those methods will solve the problem on students' speaking and the teacher's problem in teaching in the class. Realizing that speaking is important for English learners, so the teacher has to get some strategies in teaching and then talking stick and snowball throwing are some of the ways to solve them.

Beside the method, the motivation also giving the important part for the students'speaking. In source of Suprijono (2013, p. 163) it mentions that the motivation 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 be lost 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.

Methodology

The research design was descriptive quantitative. The subject of the research was the eighth grade students of SMPN3 Tegowanu in the academic year 2015/2016 are VIII A until VIII C. They had 22 students in each class. Therefore, the total of all the population was 66 students.

The instrument and data analysis of the research, the researcher used, questionnaire and video documentation, as the method of data collection the researcher calculate the result of the qualification average questionnaire.Based on the video documentation, the students practice their speaking after they did the test. There are eleven groups who performed their speaking test. Some of them looked so brave to speak up in front of the class but for their pronounciation, it was still bad. For the other groups almost all of the students felt ashamed when they were recorded because they felt afraid because of less confident. It showed that they haven't the motivation enough for being better. But after giving the treatment of talking stick and snowball throwing, the students' motivation became much better then before being given the method.

Findings and Discussion

1) The Result of Students' Questionnaires on Motivation
   a. The Students' Speaking Motivation Using Talking Stick Method

The questions contained ten questions. There were five positive questions and five negative questions. Each number had five answers, there were totally agree, agree, doubt, disagree, and totally disagree.

Based on the table above, there were 35.38 of the students agreed to use of talking stick method in learning English. It could improve the students' speaking achievement. It meant that talking stick was suitable for increasing the students' motivation in learning English, especially

in spaking skill. Based on the result of calculation, itwas 3.53 of students who have a good motivation. It meant that it was in very good catagory. Those were many students in the experimental class agreedon learning speaking English by using talking stick. It proved that there was any effect of using talking stick to the student's interest and motivation to speak English.

b. The Students' Speaking Motivation Using Snowball Throwing Method

The questions contained ten questions. There were five positive questions and five negative questions. Each number had five answers, there were totally agree, agree, doubt, disagree, and totally disagree.

Based on the table, there were 30.00 of the students agreed to use of snowball throwing method in learning English. It could improve the students' speaking achievement. It meant that snowball throwing was suitable for increasing the students' motivation in learning English, especially in spaking skill. Seeing the result of the questionnaire, it could be seen that the result of calculation was 3.00. Based the scoring scale of the students' motivation, it meant that the students' motivation had in good category. The researcher could conclude that mostof the students in the control class supported on the learning process of English lesson by using snowball throwing, especially in achieving the students' ability in speaking.

According to the data of the questionnaire on the control group by using snowball throwing, it could be said that there was any impact of using snowball throwing to the student's interest of speaking or to the motivation of the students by using snowball throwing method. It showed that most of the students were actually had the motivation for being good, but they were still felt ashamed when they tried to be better. Here, the teacher had an important role to make the students felt easy to express and they could increase their ability by practicing to speak up in front of another students.

2) The Result of Video Documentation in Experimental Class and Control Class

The use of video documentation was used for collecting the data that support the data of the researcher. In this part, the documentation was used for record all the test when the students did the speaking test in try out class, experimental class, and control class. In the try out class, the researcher shooted students who did a speaking test. There were eleven groups, consisted of two students each group who did a speaking test with the duration of each group was around thirty seconds till a minutes. In the experiment and control class also done the record and each class consisted of eleven groups who spoke in pairs.

Based on the video documentation, the students practice their speaking after they did the test. There are eleven groups who performed their speaking test. Some of them looked so brave to speak up in front of the class but for their pronounciation, it was still bad. For the other groups almost all of the students felt ashamed when they were recorded because they felt afraid because of less confident.

In pretest of both experiment and conrol class showed that the students still ashamed for speaking. Sometimes they did a mistakes when they pronounced the sentences and their grammar was so bad. But at the end of the treatment, there were changing on their speaking. Slowly, they could repair their problem when they were speaking. Looked that they didn't ashamed when they were speaking in front of their friend although still there was students who still ashamed with their friend.

Based on the result above, the reseracher could conclude that there was the raising ability of the students speaking achievement based on the pre-test and post-test result on the experiment and control class.

Conclusions and Suggestions

1. Conclusions

Based on the research activitiy at VIII grade in SMP N 03 Tegowanu,it can be concluded that there was significant difference between talking stick and snowball throwing for students' speaking ability. It refers to the information below:

1. The result of questionnaire in both of the classes showed that the students had good motivation. The result of questionnaire showed that therewas 3.53 of the students were interested for the learning process by using talking stick method in the experimental class. For the control group, the result of questionnaire showed that therewas 3.00 of the students ineterested for the learning process by using snowball throwing. Based on the research result, it could be concluded that the students' motivation of English lesson by using talking stick and snowball throwing was good.

2. The result of video documentation, most of the students have the same problem, that was in the pronounciation and grammatical error.In the pre-test, it was so clear when the students felt so ashamed to practice it but after they got the treatment of talking stick and snowball throwing method, there was improvement of their ability in speaking, especaially in their pronounciation although it was not perfect but it was better than before. It could be seen that the talking stick could enhance the ability of students skill and could increase their motivation for learning english well.

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