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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Throwing and Catching the ball

a. Definition of throwing and catching the ball

There are many good ideas to teaching English. One of them is using games in the English class as a media which is most easily accepted by students and which is also a very useful and helpful aspect of communicative method. Chen (2005) stated a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved. In playing games, competition is very important because it can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams.

Playing games in English learning process, it also can help to motivate students to learn more. In line with Deesri (2002), The main focus of using game in class is to help students learn and have fun. Students learn more quickly and retain the learned materials better in a stress-free and comfortable environment. It can be conclude that, when playing games in language process, students not only have fun but also practice English joyfully and motivate them to learn more.



It is considered that game is the most accepted technique by students, they always request to play. There are many kinds of games to develop learning process in English class. One type of games is Throwing and Catching the ball. According to case (2002) Ball games are great way of practicing all kinds of language with young learners, some can also be used with livelier classes of adult or teenagers, particularly students who struggle with more traditional classroom activities. While doing this game students' can improve their speaking ability when with some different topic in English lesson.

While Bilash (2007), stated this game can be used to develop oral language in the classroom. As it happens, in throwing and catching the ball, students answer as fast as possible, understand and get the point as much as they can and speak as loudly and clearly as they can. It creates an enjoyment learning for them because while playing, students have fun, relax, exercise, and tease their friends. Apart from having fun, students learn at the same time.

This game also can creates a cooperative learning in classroom. According to De Porter in Slavin (1998, p. 149) a cooperative learning learns where the students study in group. Team responsibility are focus so that every student in the team can answer the question then each of the students gets the same understanding about the material. In this strategy,

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teachers need to be aware of and observe school or class authority that may be relevant to this strategy.

According to Wahyudi (2016, p.24), throwing and catching the ball is one of the communicative activities which the students practice questioning and answering. In addition, throwing and catching the ball is merely a beach ball or small ball that can be easy to throw and catch by the students in the classroom with relative safety. While playing he students' fear or anxiety decreases, thus that accumulating speak fluency which can improve students speaking ability.

While in the activities of throwing and catching the ball, Suherman (1992, p. 56) calls this games which have a model of learning which known as snowball throwing. In the learning model of snowball throwing, it uses throwing and catching the ball activity which is use a ball or paper ball as a media in learning process. From the explanation above, it is clearly that by using throwing and catching the ball, students will be able to speak English in language learning process, especially their speaking ability and it also motivate them to be understand and learn more.

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b. The procedure of Throwing and Catching the Ball

Bilash (2007) stated that throwing and catching the ball can be played as a class, in small groups, or pairs but is the best suited to the entire class. The steps for this strategy according Bilash (2007) are:

- 1) The teacher asks students into a group and make a big circle.
- 2) The teacher begins by asking a question and throwing the ball to a student.
- 3) That student responds, asks the teacher the same question, and throws the ball back.
- 4) Or the student can throw the ball to each other and ask question each time they pass the ball.

Then, Case (2002) also shared the steps to do throwing and catching the ball, the steps are:

- 1) Students in class separated into two groups.
- 2) These two groups asked to make one big circle.
- 3) One student throws the ball while saying a question.
- 4) The others who catch the ball must answer and give a question other student.
- 5) Students who answer the wrong answer or drop the ball will punishment.

Wahyudi (2016, p.25) shared seven steps to do throwing and catching the Ball, they are:

- 1) The class is divided into a number of groups (up to the number of students).
- 2) Teacher prepares some balls based on the number of groups.
- 3) The students stand up and make circle in each group.
- 4) Each group is given a ball.
- 5) Teacher given some instruction what to do.
- 6) The students in the group will take a turn to throw and catch the ball or ask a question and answer the question.
- 7) The question can be specified by the teacher (related to the topic given).

c. Principles of the game

Throwing and catching the ball may not be familiar, the researcher interviewing in details and it is principles.

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Tabel II.1
Principles of the Game

Procedure	Principles
Students stand up and make circle in each group	The purpose for this activity is to make cooperative learning. According to Isjoni (2011, p 75) cooperative learning teach students to the skills to cooperative and collaboration. When students work in a group, they will have passionate to master the material.
Each group is giving a ball	By giving the ball, it is aims to create fun learning. Making learning more fun for students will make interactive activities to build students motivation and engagement in classroom. In line with Lucardie (2014, p 444) having fun and enjoying the experience was a strong motivation for most adult learners and impacted on their learning outcome.
Throw the ball then give question and catch the ball then answer question	When students throw the ball, he should give the question related to the materials and who get the ball will answer the question, these activities will help students to practice their question and answer pattern. The more they have question and answer, the more they understand about learning. In line with Turney in (2015) these activity can develop habits in response to students or teacher question and provide opportunities for students to demonstrate their understanding of the information their provide.

d. Throwing and catching the ball advantages and disadvantages

According to Asrori (2010, p.65), there are some advantages in this activity, they are:

- 1) This game can improve students learning activeness.
- 2) This can foster the social, emotional and intellectual potential that os within the students.
- 3) This game has some elements which can cause learning more attention by the students.

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- 4) This game can attract students to bring ideas and feelings intelligently and creatively.
- 5) This game can serve as a testing mechanism because students expose their weaknesses and strengths.
- 6) This game is flexible; it means that it can be used for teaching any aspect of the language.
- 7) This game raise the students' motivation, in such a way that the students enjoy their learning so much that they might not realize they are doing so.

While Case (2002), stated that Perhaps just as many teachers see just potential problems with bringing balls into their classroom, including:

- 1) The ball hitting things in the classroom.
- 2) Students getting overexcited
- 3) The ball distracting the students from the language
- 4) Students who can't catch (well) getting frustrated or holding the game up
- 5) Students fighting over who should have the ball next, who won a point, etc
- 6) Time wasting, e.g. by students throwing the ball far away from the next person

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- 7) Students doing nothing while waiting (maybe a long time) for the ball
- 8) Students being picked on (by not having the ball thrown to them, having the ball thrown to them too often or too hard, having the ball thrown to a place that is difficult to catch, etc)
- 9) Students getting an uneven amount of time speaking (due to how often they are thrown the ball, how long they can spend with the ball depending on how successful they are, etc)

In throwing and catching the ball, students are required to speak their ideas or information spontaneously and tell will be not afraid to speak. Based on the theory, the researcher can conclude that throwing and catching the ball is a game which can be use by the students to improve their speaking ability in learning English. While in doing this research, the researcher will take Case theory to teaching English, here are the steps:

- 1) Students in class separated into two groups.
- 2) These two groups asked to make one big circle.
- 3) One student throws the ball while saying a question.
- 4) The others who catch the ball must answer and give a question other student.
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2. Descriptive text

Wishon in Istifaizah (2014, p.13) said that description gives sense impression the feel, sound, taste, smell, and look of things. Emotion may be described too feeling such as happiness, fear, loneliness, gloom, and joy. A description of something can give the audience through his/her imagination, to visualize a scene or a person, or to understand a sensation or emotion.

Descriptive text is one kind of texts in learning English. According to Benyamin (2010, p.190) Description text is a descriptive paragraph describes a person, place, thing, or idea of what the topic is really like. By using this kind of text, someone can get what the subject looks, sounds, feels, tastes, and even smells of something. As Syafii (2015, p.41) states that descriptive is used to tell what the subject looks, sounds, feels, tastes and/or smells like.

The generic structures which are summarized as follows:

a. Identification

In this point speaker identifies phenomenon that will be described.

b. Description

Speaker describe about parts, qualities, and characteristics more specific by giving the detail of the object.

Descriptive often uses 'be' and 'have'. Tenses which is often used is Simple Present Tense. Besides the Simple Present Tense, speaker also uses

the other grammar features, such as action verb, adverb, and special technical terms.

Based on theories above, the researcher concludes that a descriptive paragraph is kind of text that should be learned by students. The paragraph tells the audience about something like place, people, and animal. The students should be able to understand and speak it in form of descriptive paragraph, by giving specific information about the thing. The goal of this text is to explain and describe to the audience, so they can imagine what the speaker said.

3. The Nature of Speaking

Speaking becomes important things which human do, it is because speaking makes someone be able to express their ideas or information to the others. This statement is supported by Brown (2003, p.140) who said that speaking is oral interaction where participants need to negotiate meaning contained in ideas: feeling information and manage in term of who said to what, to whom and about what.

According to Bygate (2010, p.5) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarding as combining sounds systematically to form meaningful sentence.

Moreover, Cameron in Wahyudi (2016: p.3) said that speaking is active use of language to express meanings so that other people can make sense of them.

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When doing speaking, both speaker and listener emphasize on the meaning what each is saying about in order that they understand one another and it will create communication .

From the definition of speaking above, the researcher can conclude that speaking is one of the ability which human can do, by doing this ability, both speaker and listener can get or share their ideas and information by using thing or visual in the order to create communication. In the conclusion, speaking will be important part in the overall human activity.

a. Aspect of speaking

These aspects have challenges and identify some guidenlines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situation. These are the aspects of speaking:

1) Speaking is face to face

Speaking occurs most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication.

2) Speaking is interactive

Whether we are speaking face-to-face or over the telephone, to one person or group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with undue gaps or everyone talking over each other, Cornbleet & Carter (2001, p. 27)

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3) Speaking happens in real time

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway: which is termed a false start. Sometimes, speakers forget things they intended to say; or they may even forget what they already said and so they repeat themselves, stated by Miller (2001, p.27)

b. The components of speaking

There are five aspects that have great influence toward speaking ability, they are:

1) Vocabulary

Nunan (2003, p.117) stated that the acquisition of an adequate vocabulary is essential for the successful second language use because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication.

2) Grammar

Brown (2000, p.362) argue that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. Grammar is one of the language components. It should be understood by someone who want to be able in speaking English.

Using the correct grammar makes someone know the real meaning in the sentence.

3) Fluency

Fluency is the extent to which students use the language quickly and confidently, with the few hesitations or unnatural pauses, false starts, word searches, etc. and accuracy is the extent to which the students' speech matches what the people actually says when they use the language.

4) Pronunciation

According to Richard (2010, p.469), pronunciation is the way a certain sound or sounds are produced. To make pronunciation accepted by listeners, it is better for someone to produce the words that has most similar pronunciation such as head [hed], and hate [heit], and the word that has similar formation such "read" in the regular pronounced [ri:d] and in the regular pronounced [red].

5) Comprehension

Swan (2002) states that comprehension is knowing an understanding. It indicates that, in comprehension the speaker and listeners have to understand what the intended meaning of the speaker when she/he says something.

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c. The nature of speaking ability

According to Wahyudi (2016, p.1) speaking ability is an ability of producing a language orally. It means that speaking ability is an ability which someone has when produce sentence in oral activity. According to Kalayo (2007, p.101) speaking ability is the measure of knowing a language. It is means that the ability is description of someone who is able to speak grammatically and fluently.

Kalayo and Fauzan (2007, p.101) states that there are three areas of knowledge involved in speaking needed to be recognized by the language learners. They are:

- 1) Mechanic (pronunciation, grammar and vocabulary). Using the right word in the right order with the correct pronunciation and grammar.
- 2) Function (transaction and interaction), they are:
 - a) Transaction/ information exchange is knowing when clarify of message is necessary.
 - b) Interaction/ relationship building is knowing when precise understanding is not required.
- 3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants), understanding to produce language well.

In the conclusion, the speaking ability is the ability of someone produces language well. It should make all of the components of speaking becomes one and crate communication.

d. Teaching Speaking

Today is world requires that the goal of teaching speaking should improve students communicative skill, by using this way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach language learner how to speak in the best way, an English teacher should be able or have ability in speaking.

According Hughes (2003, p.131), the purpose of teaching spoken language is to develop the students' speaking ability in interacting success of the language in involving comprehension as well as production. The teacher should be active to guide students in speaking. The goal in teaching speaking should improve students' communicative skills. Students are expected to be able to produce the language they learn.

e. Speaking Assessment

There are some categories which scoring in speaking. Brown (2003, p. 172) state that there are some oral responding scoring categories, they are:

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1) Grammar

- a) Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
- b) Can usually handle elementary construction quite accurate quite accurately but does not have through or confident control of the grammar.
- c) Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.
- d) Able to use the language accurately on all levels normally pertinent to professional need. Error in grammar are quite are.
- e) Equivalent to that of an educated native speaker

2) Vocabulary

- a) Speaking vocabulary inadequate to express anything but the most elementary school
- b) Has speaking vocabulary sufficient to express him simply with some circumlocution
- c) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal

conversation on practical, social, and professional topics.

Vocabulary is broad enough that rarely has to grope for a word

- d) Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
 - e) Speech on all level is fully accepted by educated native speakers in all it is features including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references
- 3) Comprehension
- a) Within the scope of very limited language experience, can understand simple question and statement. If delivered with slowed speech repetition or paraphrase.
 - b) Can get the gist of most conversations of non-technical subjects
 - c) Comprehension is quite complete at a normal rate of speech
 - d) Can understand any conversation within the range of his experience
 - e) Equivalent to that of an educated native speaker
- 4) Fluency
- a) No specific fluency description. Refers to other 4 language areas for implied level of fluency

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- b) Can handle with confident but not with facility most social situation, including introductions and casual conversation about current events, as well as work, family, and autobiographical information
 - c) Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word
 - d) Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluently
 - e) Has completed fluently in the language such that his speech is fully accepted by educated native speakers
- 5) Pronunciation
- a) Error in pronunciations are frequent but can be understood by a native speaker used to dealing with foreigner attempting to speak his language
 - b) Accent is intelligible though often quite faulty
 - c) An error never interferes with understanding and rarely disturbs the native speaker. Accent may be obviously foreign
 - d) Error in pronunciations are quite rare
 - e) Equivalent to and fully accepted by educated native speakers

Beside, Hughes (2003, p.131) gives the way to scoring oral testing are:

- 1) Accent
 - a) Pronunciation frequently unintelligible
 - b) Frequent gross and very heavy accent make understanding difficult, require frequent repetition
 - c) “foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
 - d) Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding
 - e) No conspicuous mispronunciation. But would not be taken for a native speaker
 - f) Native pronunciation, with no trace of “foreign accent”
- 2) Grammar
 - a) Grammar almost entirely inaccurate except in stock phrases
 - b) Constant errors showing control of very few major patterns and frequently preventing communication
 - c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
 - d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding

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- e) Few errors, with no patterns of failure
 - f) No more than to errors during the interview
- 3) Vocabulary
- a) Vocabulary in adequate for event the simplest conversation
 - b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
 - c) Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
 - d) Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution
 - e) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
 - f) Vocabulary apparently as accurate and expensive as that of an educated native speaker
 - g) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
- 4) Fluency
- a) Speech is so halting and fragmentary that conversation is virtually impossible

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- b) Speech is very slow and uneven except for short or routine sentence
 - c) Speech is frequently hesitant and jerky, sentence may be uncompleted
 - d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
 - e) Speech is effortless and smooth, but perceptively non native in speed and evenness
 - f) Speech on all professional and general topic as effortless and smooth as a native speaker
- 5) Comprehension
- a) Understanding to little for the simplest type of conversation
 - b) Understands only slow, very simple speech on common social and touristic topic; requires constants repetition and rephrasing
 - c) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
 - d) Understanding quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing
 - e) Understanding everything in normal education conversation expect for very colloquial or low frequency items, exceptionally rapid or shirred speech

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- f) Understanding everything in both formal and colloquial speech to be expected of an educated native speaker

Based on explanation above, the researcher used Hughes theory to give students' score. Because the researcher thinks that the theory is complete, easy to understand and should be considered in giving students' score: they are accent, grammatical, vocabulary, fluency, and comprehension. The scoring process will be done by two raters by using the indicators of speaking ability.

f. The factors that influence speaking ability

According to Harmer (2002, p.51), motivation that brings students to the task of learning English can be effected and influenced by the attitude of number of people. It is worth considering what and who these are since they from part of the world around students' feeling and angangement with learning process.

There are several factors that influence students' speaking ability in learning, the first is personal and sociocultural factors that include individual characteristics, such as attitudes and values students bring to collage based on prior personal, family, and cultural experiences. The second component is the classroom environmental factors that pertain to instructional experiences in different course.

The third component is internal factors or students' beliefs and perception. The internal factors are the students' itself (students' goal, belief, attitude, and personality) and external are the students' environment (students' family, teacher friend and classroom)

B. Relevant Research

According to Syafi'i (2011, p.122), relevant research is required to observe some previous research conducted by other research in which they are relevant to our research. There are several relevant researches which have relevance to this research.

- 1) A research from Marya Ulfa (2012). She conducted a research entitle "*The Effect of Using Summary Ball Technique Towards Speaking Ability at the Second Year Students of Islamic Junior High School of Pondok Pesantren Daarun Nahdhah Thawalib Bangkinan*". Her research was quasi-experimental research. The population of her research was all of the second year students.in this research, she took two classes; experimental class and control class from seven classes. It meant that 60 students as the sample from 192 students of population by using clustering sample randomly based on group. After analysis the data, H_0 is accepted and H_a is rejected. The mean score improvement of students' speaking at experimental class was 11.40 (24.70%) while in the control class only 4.77 (10.45%). In conclusion, there is a significance difference of improvement of students' speaking ability

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between students who were taught by using summary ball technique and who were taught by using conventional way.

- 2) A research from Novella Rismawati (2016). She conducted a research entitled “*Improving Students’ Reading Comprehension on Narrative Text by Using Snowball Throwing Strategy at MTS Al-Muhajirin Tambang Distric Kampar Regency*”. Her research was a classroom action research. The subjects of the research were the teacher and the students, while the object of the research was the application of the method of discussion in improving the students reading comprehension on narrative text by using snowball throwing strategy. At the pretest (before action), the percentage of students’ reading comprehension was 39.13%, happened improvement from data before action cycle I as high as 21.74% at cycle I obtained or got value the classical completeness was 60.87%. whereas students’ reading comprehension from cycle I to cycle II also happened improved as high as 30.34% at cycle II obtained the classical completeness was 100% become can be known that improvement from data before action cycle II improvement as high as 52.17% this condition proves that with snowball throwing strategy can improve students’ reading comprehension.

All of the researchers above relevant with the research, which will be done by the researcher because they also did a research about teaching English and using something like a ball as a media in learning. The differences are the purpose

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is that the researcher wants to enhance students' speaking ability by using throwing and catching the ball technique.

C Operational Concept

In this operational concept, the researcher would like to explain briefly about variable of the research itself. There are two variables used. The first Throwing and Catching the Ball which refers to the teacher's when teaching in the class. The second is students' ability in speaking. Therefore, it is necessary to clarify briefly the variables used in this study.

1. The use of throwing and catching the ball as an independent variable, symbolized by "X". The following treatment as a collection of procedures of the implementation of throwing and catching the ball can be seen as the following steps according to Case (2002):

- a. Teacher defined students into groups.
- b. Teacher asked students group into one big circle.
- c. Teacher asked one student throws the ball and while saying a question to the other students.
- d. Teacher asked the student who catch the ball answer and give a new question then throw the ball to other students.
- e. Teacher given punishment to the group which the member who mostly answer wrong answer and reward the group who win the game.

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2. The students' ability in speaking as a dependent variable symbolized by "Y".
There are some indicator to asses students speaking ability according Hughes (2003, p.131).
 - a. Students are able to describe something in English confidently.
 - b. Students are able to describe something in English grammatically.
 - c. Students are able to describe something in English by using proper vocabulary.
 - d. students are able to describe something in English fluently.
 - e. Students are able to express and develop their ideas.

D. The Assumption and Hypothesis

1. The Assumption

Before formulating the hypothesis as temporary answer of the problem, the researcher would like to present the assumption. The researcher assumes that by using throwing and catching the ball the students will be able to speaking English fluently. They speaking ability will be communicate effectively and they will be more active at speaking activity in the classroom.

2. The Hypothesis

- a. Null Hypothesis (Ho)

There is no significant effect of using Throwing and Catching the Ball on students' speaking ability at the tenth grade of state senior high school 2 Pekanbaru.

b. Alternative Hypothesis (H_a)

There is a significant effect of using Throwing and Catching the Ball on students' speaking ability at the tenth grade of state senior high school 2 Pekanbaru.

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