

Richards and Renandya stated that speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In interaction involves not only verbal communication but also paralinguistic element of speech for example pitch, stress, and intonation. Therefore, the students feel that speaking is a difficult skill of language learning. By that reason the teacher should create an interesting environment in the classroom in order to obtain the goal of language learning. To enable the students to express their skill in the target language is the main goal of teaching productive skill of language learning (speaking skill) is conditioning the students in order to be familiar and fluent in using oral language.

Language is one of the human way to communicate. It means that it is a tool of communication both orally and written. Classroom activities should be selected on the basic of learners problems experience with different aspect of speaking and the kinds of interaction the activities provide. In addition, consideration need to be given as to how learners will receive feed back on the language the use during speaking task.

In the relation with the purpose of teaching of English as a foreign language, a crucial thing is to teach students to speak in order to communicate through the language. One of the aims of most language programs is to develop spoken language skill and most programs aim is to integrate both spoken and written. Learning the language means using it in communication in oral or

desired objectives by studying subjects that can be reached.⁴ Motivation is a change in the self or one's personal which is characterized by the emergence of feelings and reactions to achieve the purpose.

Motivation to learn is the process that gives the spirit of learning, direction, and persistence of behavior. That is, the behavior is motivated behavior of energetic, purposeful and long-lasting say Agus Suprijono.⁵ According Winkel about defines that "Motivation to learn is the overall driving force in students that lead to activities and provide direction on learning activities".⁶

James said that the encouragement of someone to conduct activity called as motivation. It is used to see whether the students are interested in the classroom activities.⁷ Therefore, students' motivation becomes a vital part in teaching and learning process. It gives a great influence to students to push themselves in learning to get their needs, goals, and interests.

From of various terms above can be said that motivation to learn is an impulse or internal motive power of individual that provide direction and encouragement in learning activities in order to reach the desired destination. The role of motivation for students to learn is very important.

⁴Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 2008), 97.

⁵ Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar, 2009), 141.

⁶ Winkel, *Psikologi Pendidikan dan Evaluasi Belajar* (Jakarta: Gramedia, 1983), 77.

⁷James P. Byrnes, *Cognitive Development and Learning in Instructional Contexts* (United State: Pearson Education, Inc., 2009), Third Edition, 99.

of speaking how games are applied in teaching of speaking and what are the students' responses to the use of game in teaching of speaking from the first problem is found that there are there games that can be used in teaching speaking, whisper circle, the not seat game. Second, the research applied 3 kinds of the games; the games offered by researcher and choose topic which simple and familiar to the students'.

Based on the previous researches above, the researcher concludes that they have similarities and differences area with the researcher's study. There are two researches same with this my research. They researched about speaking. In the otherhand, Learning model and technique which are applied is different. The research method is also different. It used one group pretest and posttest used pre experimental research as a method of the study. While, another same with the technique which is applied in this research. The technique is Snowball Throwing. In the other hand, that applied this technique in Social lesson. This one used "one shot case study". and The researcher viewed the effectiveness of ARIFIN Model from four aspects. They are mastery learning, students' activities, teacher's activities, and students' responses. Other many some aspects and skills that sustain English language in teaching and learning process by reward for otivation the students. From the Seventh previous study above, the different with my study is I focus in giving Star chart as kind of method giving motivation and focus in speaking skill. In order the students more feel confident to speaking in class and more active in classroom.