



Improving Vocabulary Mastery by Using Snowball Throwing Technique

Muhammad Ainul Yaqin

Universitas Gresik

Email: muhammadainulyaqin044a@gmail.com

Ahmad Hanif Fahrudin

Universitas Islam Lamongan

Email: kanghanif88@gmail.com

Abstract: *This study aimed at improving vocabulary mastery by using snowball throwing technique to the seventh grade at SMPN 1 Karanggeneng in academic year 2014/2015. Considering that many find difficulties in vocabulary mastery. In this research, the writer focuses on using snowball throwing technique that can help students to improve their vocabulary mastery.*

The design of this research was Classroom Action Research (CAR). The subjects of this study were 21 students' of the seventh grade (class C) of SMPN 1 Karanggeneng in academic year 2017/2018. The result of this study showed that the score greater than or equal to 76 in Cycle I. Only 48% (10 students of the class) were able to reach the criteria of success, and 11 or about 52% students did not reach the criteria of success. It is different from the first cycle, the average score in Cycle 2 was fairly satisfying, the score was greater than or equal to 76, increasing into 76,19% (16 students of the class) were able to reach the criteria of success, and 5 or about 24% students who did not achieve the criteria of success. Based on the result of the students observations and post test, the students' improvement is significant. The implementation of snowball throwing technique obviously could help the students in vocabulary achievement.

Finally, the writer suggests that the teacher should apply the snowball throwing technique. Considering snowball throwing technique is technique to solve problem in vocabulary mastery. By using various technique in teaching English, especially in vocabulary mastery, it makes the students enjoy in learning it and automatically can improve their vocabulary mastery..

Keywords: *Vocabulary mastery, snowball throwing technique*

Introduction

Vocabulary is one of important components of language. Vocabulary plays an important role in communication, especially by oral. According to McCarten (2007:26) vocabulary is arguably the most critical component of successful language learning. However, it has been difficult to determine the most important words and phrases needed to establish a suitable vocabulary for conducting conversations most effectively. The Corpus' massive collection of texts has given us access to a wealth of information regarding spoken and written English that was previously unavailable.

It is believed that the more vocabulary the students have, the more easily they develop the four language skills. It is also believed that by increasing vocabulary, students will have better the fluency of speech and writing. If students master the vocabulary, of course they would be easy to apply in daily life. No matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. A good mastery of vocabulary helps the learners to express their idea precisely.

By having many stocks of word learners, students will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words used by those who address them. They will be unable to participate in conversation, express some ideas, or ask for information.

Considering the importance of vocabulary role in learning foreign language, the mastery of this element should be ensured and developed. In other hands, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language. Despite a considerable amount of primary language learning in early years.

The most of vocabulary characteristic acquisition of an educated adult happens during the years of schooling, and inflicts one of the primary task of the school as far as language learning in concerned, as to teach vocabulary. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

In every lesson, we have to establish new words and practice our students, making clear the meanings and the way in which each can be used. In this study the researcher has also observed that there are some problems that need improvement. The research faced same problems in English teaching in the classroom. The research experience as an English teacher of the seven C class students at SMP Negeri 1 kembangbahu shows that the students' ability in vocabulary is still low.

The researcher finds some problems in the vocabulary class. First, students are less able to understand when the teacher explains the material in the learning. Second, students still hard to answered the questions. Third, the teacher does not try to find out appropriate techniques or strategies especially in teaching vocabulary. That is very common to teach vocabulary as a present study through an interesting technique.

There are of course many different techniques which can be effectively used in teaching vocabulary used in teaching Junior High School students. In this study, only one technique of teaching vocabulary is discussed: teaching vocabulary through snowball throwing technique. Snowball throwing technique is one of vocabulary games which make students enjoy and can decrease worry in learning vocabulary.

According to Firdaus (2010:3), snowball throwing is methods which make students enjoy and can decrease worry in learning speaking. It encourages creative thinking. Students can increase their speaking ability by using a new language and being motivated students for learning.

Snowball throwing encourages the students to be active in speaking participation in the classroom, because this method contains a rich communication where students must be active. Snowball throwing techniques has positive effect on the students memory development. In addition, the purpose of this technique is appropriate in reviewing the vocabulary for the students. In teaching learning process, snowball throwing technique can be a good technique in developing students' vocabulary

Results and Discussions

This chapter deals with the research findings, revision, and discussion of improving vocabulary mastery by using snowball throwing technique to the seven grade students at SMPN 1 Kembangbahu in academic year 2014/2015. The research findings comprise the finding from two cycles. The revision covers the revision on the strategy of cycle I. Meanwhile, the discussion involve the discussion of the improvement of the students' vocabulary mastery as well.

The findings cover the findings on the students achievement in vocabulary and student involvement in the vocabulary activities during the teaching and learning process in cycle I. Based on the result of test in cycle I, the findings show that the students' achievement in vocabulary mastery in cycle I was not satisfactory yet. It was found that the percentage of the students achieving the score grater than or equal to 76 was only 48% (10 students of the class). It means that the result did not meet the first criterion was reached if $\geq 75\%$ students of the class acheived the score greater than or equal to 76 of the range that lies from 0-100.

It happened because the students still could not yet produce more vocabulary. The fact showed that the students vocabulary mastery is low. Most of the students' vocabulary did not present some details information yet.

Based on the analysis on the data gained from the observation checklist in Cycle I, the findings show that the students' involvement in the vocabulary activities was categorized as fail. It was found that only 52 % students (11 students of the class) were active in the vocabulary activities. It mean the result was fail since it did not meet the second criterion of succes. It was stated that the criterion was reached if the student' involvement during the implementation of strategy in the vocabulary activities was categorized as good (70%-80% student of the class or 15-17 students did activity).

It happened since during the teaching and learning process in the four meeting, the student faced the trend problem. Most of the student had problem related to the vocabulary items so they were still confused because of their limited vocabulary. In example when most of the students asked to the teacher like in the table below.

With regard the implementation of the action applied during the vocabulary class in Cycle I, it was found that the implementation of the action could motivate and help the students to memorize word the the topic disscuss. Based on theb reflection on the implementation of the action in Cycle I, there were some problems found as follows. The students looked confused with the teacher's explanation. Mostly they did not understand with

the strange words used by teacher. The student were still difficult to generated ideas for the topic since they had limited vocabulary. Therefore, in the following cycle the researcher should modify the strategy so that the action would be successful.

for the following action was focused on the procedures of the implementation of the snowball throwing technique. First, the teacher clarified his explanation by discribing the strange words or sentences clearly and repeatly when some students looked confused to interest the students and to avoid of miscommunication. Second, when the teacher assigned the students to practice the snowball throwing technique, he provided one picture to each student. It was done to give a clear object (picture) the students were going to describe since in Cycle I. Third, the teacher equiped with vocabulary guide related the topic of the lesson. The students were also provided with some dictionaries. It was aimed at helping the students to solve their problem since they got difficulties with the vocabulary.

The findings cover the findings on the students' acheivement in vocabulary activities and the students involvement in the vocabulary class during the teching and learning process in Cycle II.

Based on the analysis in Cycle II, it was found that the precentage of the students achieving the score greater than equal to 76 was 76,16% (16 students of the class). This percentage was greater than those obtained from Cycle I (48 % or 10 students of the class). From those findings, it means that the students' acheivement in vocabulary class in cycle II improved and it met the first criterion of success. It was stated that the criterion was reached if $\geq 75\%$ students of the class achieved the score greather than or equal to 76 of the range that lies from 0-100.

Even though the students' achievement in vocabulary improved, it was still found the certain types of mistakes made by student in their vocabulary. The mistakes were still almost the same as those found in the previous cycle.

Based on the analysis on the data gained from the observation checklist in Cycle II, it was found that 82% (17 students of the class) were actively involved in vocabulary activities. This result greater than those gained from Cycle I (52% students or 11 students of the class). From those findings, it means that the student involvement in vocabulary activities was categorized as good and it met the second criterion of success. It was stated that the criterion was reached if the students' involvement during the implementation of technique in vocabulary activities was categorized good (70%-85% students of the class or 15-18 students did activity).

Regarding the implementation of the action applied during the vocabulary class in Cycle II, itt was found that the implementation of the action of this cycle could motivate and help very much the students to mastery for the topic discussed. Concerning the students opinions toward the implementation of the strategy of snowball throwing technique, it was found that the implementation of snowball throwing technique in vocabulary mastery was highly appreciated by students. It was releaved by the result of interview responded by 15 chosen randomly as shown in the Samples of the Result of Interview (Appendix 5).

Discussion

The discussion deals with the implementation of snowball throwing technique to improve the seventh grade students' vocabulary mastery. It comprises the procedures employed in the implementation of snowball throwing technique and improvement of the students' vocabulary mastery as well.

Based on the findings of the study, the implementation of snowball throwing technique can improve the students' vocabulary mastery. Although all the students have not achieved the maximum result, most of their vocabulary mastery has improved as shown in the result of the vocabulary test in each cycle.

With regard to the above description, it seems that the students are able to communicate by using English in which they do all of the activities provided by the teacher during the process of the action cycles. Those activities are related to the procedures employed in snowball throwing technique that may improve their vocabulary mastery. The procedures are as follows.

The first meeting; introducing about snowball throwing technique to the students by giving them a model of implementing snowball throwing technique as a strategy to improve their vocabulary mastery. The teacher developed snowball throwing technique as the way to lead the students to memorize some words. Before the teacher devoted main materials and task, he conducted a dialogue with the students. In this part the teacher asks the students some questions orally related to the topic. It was employed as a starter in an activity of brainstorming aimed at waking up the students' background knowledge, leading to the topic discussed, and facilitating them to recall the information useful for internalizing new knowledge.

This activity was initiated by providing them, with the media such as pictures related to the topic discussed. By means of the media, the students will be motivated to explain and interpret. It is expected that after observing the pictures the students get some ideas to explain about the pictures. Moreover, in order to have more words and ideas about the topic, the students' work sheet was then needed to lead the students to observe. When the teacher and students finished implementing the snowball throwing technique with the key concept, then he explained that they get and write some words related to the pictures on the whiteboard.

To keep the students motivated in the teaching and learning process, the teacher taught slowly and clarified his explanation by describing the strange words and repeatedly when some students looked confused to interest the students and to avoid miscommunication. To help students in the difficulties of vocabulary items, the teacher equipped them with the vocabulary guide related to the topic of the lesson as the initial language input to do the task. He next trained the students by reinforcing with a short drill session. Besides, he also provided them with some dictionaries.

The Procedures in Snowball Throwing Technique. They are:

1. Introducing about Snowball Throwing Technique.
2. Explain the goal of learning using Snowball Throwing Technique.
3. Tells the student about the objective of the lesson.
4. Giving one topic for the student about the topic.
5. Asking the student to stand up.
6. Teacher plays the children's music using computer/tape recorder.
7. The teacher throws the ball to the first student.
8. The teacher stops the music then the teacher shows a picture about the topic.

9. The teacher explain and gives simple question that related to the picture.

The implementation of snowball throwing technique can improve the students vocabulary mastery. In the vocabulary activities during the implementation of snowball throwing technique in teaching and learning process. The students' achievement in vocabulary test improved is shown from the improvement of the percentage of the student achieving the score greater than or equal to 76 in Cycle I and cycle II.

The percentage show that the students achieving the score greater than or equal to 76 in Cycle I was 48% (10 students of the class). In Cycle II, the presentage of the students achieving the score greater than or equal to 76 increased into 76,19% (16 students of the class). This was a slight improvement.

Dealing with the students' involvement in the vocabulary activities during the implementation of snowball throwing technique in the teaching and learning process, it shown from the precentage of the students' involvement in the vocabulary activities in every cycle. The improvement the students involvement in the vocabulary activities in Cycle I, and Cycle II is shown in Figure 4.2.

The figure 4.2 shon that in Cycle I, some students did not implement all activities seriously, The improvement of the students' involvement in the vocabulary activities in Cycle I and Cycle I is shown only 52% students (11 students of the class) were active in the vocabulary activities in Cycle I, and 82% students (17 students of the class) were active in the vocabulary activities in Cycle II.

Based on the improvement of the percentage of the students achieving the score greater than or equal to 76 and the percentage of the students involvement in the vocabulary activities during the snowball throwing technique in the teaching and learning process in Cycle I and Cycle II, it can be concluded that snowball throwing technique can improve the students vocabulary mastery.

Conclusion

By implementing of snowball throwing technique, the students vocabulary mastery is improves. It is indicated by the improvementof the percentage of the students' achieving the score greater than or equal to 76 in Cycle I and Cycle II, and the improvement of the percentage of the student involvement in the vocabulary activities during the implementation of snowball throwing technique in the teaching and learning process in Cycle I and Cycle II. The success in this study is in Cycle II. So, it need to long time to succeed in this study.

Suggestions Some suggestions are provided to follow up the findings of this study. First, the school suggested to provide special lesson time for students to practice the continous English vocabulary. Second, since the teaching vocabulary is the most complicated aspect in language teaching, the SMP English teachers are recomended to employ Snowball Throwing Technique as one of the alternative in their vocabulary class. However, the procedures proposed need to agree with students' condition in their class. They should develop their way of teaching related to the procedures of how to implement Snowball Throwing Technique for the more appropriate in their vocabulary class. To do so, they have better to develop it through English teacher trainings and discussion. And the last, the future

researcher are recommended to conduct such kinds research concerned with the implementation of Snowball Throwing Technique in vocabulary..

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