

**TEACHING VOCABULARY THROUGH SNOWBALL
THROWING AT THE SEVENTH YEAR
STUDENTS OF SMPN 8 PALOPO**



A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
Department of State College for Islamic Studies of Palopo in
Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

By,

MUHAMMAD JAYA

REG. NUM: 09.16.3.0031

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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Palopo, February, 28th 2014

Researcher



ABSTRACT

Name : Muh. Jaya

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Title : Teaching Vocabulary Through Snowball Throwing at the Seventh Year Students of SMPN 8 Palopo

This thesis deals with Teaching Vocabulary Through Snowball Throwing at the Seventh Year Students of SMPN 8 Palopo. The problem statement of this thesis is: What is the effective way of using snowball throwing in teaching vocabulary at the seventh year students of SMPN 8 Palopo?

This research was done through classroom action research (CAR), it was held for two cycles which include four steps for each namely planning, acting, observing, and reflecting. This research focused on teaching vocabulary through snowball throwing and took place at the seventh year students of SMPN 8 Palopo and the students were 20 students. The instruments of this research were test, discussion, interview guide and observation list. Test was given that to know the students' understanding toward material that has been given. Observation was used to observe the students' participation during the use of snowball throwing in teaching vocabulary. Interview was used to find out the effective of the use of snowball throwing in teaching vocabulary.

The objective of the research is to find out the effective of using snowball throwing in teaching vocabulary at the seventh year students of SMPN 8 Palopo such as: supported by giving more practice about the using snowball throwing to make the students easier in understanding and memorizing the word, giving list of vocabulary then told them how to pronounce the words correctly, the researcher gave the interesting picture and topic, and modifying the classroom as long as it helps learning process.

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CHAPTER I

INTRODUCTION

A. Background.

English is as foreign language for the user of this language especially in our region that is our country. So that, it is very urgent for learners to study and master it, English has specific rule for us who wants use to get in touch with the others people. One of part from English that should be mastered namely vocabulary.

Vocabulary is important point in learning a language, because it is main part to begin our writing, speaking, reading and listening, it makes us easy to translate some words into English or Indonesia. If the students have good vocabulary in their mind, they can understand the meaning of the text and they can converse to others. The fact many students cannot understand the text and there is miscommunication, because they do not master vocabulary. It means, mastering vocabulary is one important thing for the students because by mastering vocabulary they can express their ideas.

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Jeremy Harmer said that vocabulary is very important in a language, when we learn a language like English we learn the words of the language. Vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give

students something to hang on when learning structure, but was frequently not a main focus for learning itself.¹

Sometimes in learning English, the teachers always teach the students without thinking whether the students have understood or not about the material and then they always explain the material quickly. Therefore the students do not enjoy the learning process. It is a real problem to the students in learning vocabulary. Besides, the reason that make the students were difficult to memorize English vocabularies because they are bored with the teachers' way in teaching English especially and no more method that can motivate them.

The problems previously also faced by the students at the tenth year of SMPN 8 Palopo. The students felt bored in studying English because teacher in SMPN 8 Palopo giving material just use one way which never changed when they teach English to the students. Besides, the way of teacher in explain the material is very quick, they never think whether the students have understood or not. It also the students do not enjoy and un interested to learn vocabulary during the learning process.

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One to such evidence previously, the researcher wanted to provide stimulation for the students of SMPN 8 Palopo through alternative method like using game, and also the students must be encouraged. Many matters students faced when

¹Jeremy Harmer, *The Practice og English Language Teaching*, (London: Longman Group UK Ltd, 1991), p. 461.

they study English, namely: lack of vocabulary, have no motivation more, and the students are not active in learning process.

The explanations previously showed that a teacher has to choose a good method in teaching learning process to create interactive activities in the classroom and make the students easily in learning vocabulary. There are many methods that can be used to improve the students' vocabulary and one of them is using snowball throwing. Snowball throwing method is one of vocabulary games which make students enjoy and can decrease worry in learning vocabulary. Snowball throwing is enjoyable when applied in classroom because it is interesting and make the student attractive in learning process so they can be easily receive the material. Besides, through snowball throwing students get a new vocabulary by using it, because there is new vocabulary therefore students can improve their vocabulary. The last, they also can study vocabulary easily.

Based on the descriptions above, the researcher decided to present a thesis which is entitled of "**Teaching Vocabulary through Snowball Throwing at the Seventh Year Students of SMPN 8 Palopo**".

B. Problem Statements

Based on the explanation on background above, the researcher formulates the research question:

"Is the use of snowball throwing effective in teaching vocabulary at the seventh year students of SMPN 8 Palopo?

C. Objective of the Research

Based on problem statements, the objective of the research is to find out the effective of using snowball throwing in teaching vocabulary at the seventh year students of SMPN 8 Palopo.

D. Significance of the Research

The researcher hopes that the result of this research to be useful information for the teachers to use Snowball Throwing in teaching vocabulary to enrich students' vocabulary. It can be useful to all readers who want to use Snowball Throwing as media in conveying their aims, especially in enriching vocabulary in English and be reference for the student in improving their ability in studying vocabulary by using Snowball Throwing.

E. Scope of the Research

The scope of the research is restricted in teaching students' vocabulary, where the researcher used pictures and music as instrumental to give sign in applying Snowball Throwing for Seventh year students of SMPN 8 Palopo. The pictures are animals and transportation picture.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this thesis, the researcher found some researchers which are closely related to this research, those researchers:

- a . The researcher, Febrianti in her thesis which written under title “Improving Students’ Vocabulary Mastery Using Snowball Throwing (A Classroom Action Research at the Fifth Year Students of SDN Banyuanyar I Surakarta in the 2011/2012 Academic Year)”. The research findings show that Snowball Throwing games can improve the students’ English vocabulary mastery including understanding meaning, pronunciation, spelling, and using of words. The highest improvement was the aspect of using of words. Snowball throwing games could increase the students’ motivation and self-confidence in learning vocabulary. Snowball throwing games could change the students to be active learners as they involved in the activity and they automatically learned by doing.¹
- b. The researcher, Kurnianengsih in her thesis which written under title “Using Snowball Throwing Model to Increase Speaking Ability of the Second Year Students of SMPN 21 Pekanbaru”. The result show that after two cycles of the Snowball Throwing Model treatment, it was found that there was improvement of speaking ability of the second year students and could perform a good speaking on all post-tests. However, the statistically significant differences of the score

¹FebriantiIndrasari, “*Improving Students’ Vocabulary Mastery Using Snowball Throwing (A Classroom Action Research at the Fifth Year Students of SDN Banyuanyar I Surakarta in the 2011/2012 Academic Year)*”, (a thesis UniversitasSebelasMaret: Surakarta, 2012), Online: <http://pasca.uns.ac.id/?p=2201>, Accessed on 2nd February 2013,

results of the two cycles were found on the Post-test 2, where about 83.33% of the students reached the school minimum standard of English subject in speaking ability in narrative text. Moreover, the students' activeness during the Snowball Throwing Model treatment also improved from one meeting to others. Regarding the effectiveness of the Snowball Throwing model on the observation sheets and field notes results showed that the students had positive attitudes towards and that the approach could help them speak better and make the class more interesting.²

Both of the previous studies above its so different from this research where the result of this research showed that from cycle 1 to cycle 2 there was effectiveness in applying snowball throwing at the seventh year students of SMPN 8 palopo. It proved with mean score in cycle 2 was 85,5 meanwhile in cycle 1 was 50,5. Through snowball throwing the researcher used picture and music so that the students could enjoy and got fun with this material.

B. Definition of Teaching

Generally teaching is not only transferring knowledge or taught to the student, but it is guiding the students in order that they are able to be success. Jack C. Richards explain clearly, "Teaching is showing or helping someone to learn how to do something, giving information, providing with knowledge, causing to

²DeniKurnianengsih, *Using Snowball Throwing Model To Increase Speaking Ability Of The Second Year Students Of SMPN 21 Pekanbaru*,(online): <http://repository.unri.ac.id/handle/123456789/1318>, Accessed on 2nd February 2013.

know or understand.³ According to Douglas, teaching is Guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.⁴

From some definitions above, the researcher concludes that teaching is an activity in learning process to give knowledge and information to the others people.

The process of teaching has three main components, the components are researcher who teaches, students who accept the knowledge and the last is material or knowledge itself which is taught.

C. Vocabulary

1. Definition of vocabulary

Vocabulary is an important thing in learning language. It would be impossible to learn a language without knowing vocabulary. Vocabulary is one of the components of language and that no language exists without words. More words we know, more ideas we can explore. So, we can communicate the ideas effectively.

When learning a language, learners will be introduced to the components of that language, such as structure, spelling, pronunciation, and vocabulary. Vocabulary as one of the language components is badly needed in order to master a language. There are some definitions of English vocabulary.

Hornby states that vocabulary is:

³Jack C. Richards, *Approaches and methods in learning teaching*, (Cet.V111, New York: Cambridge university press, 1995), p. 44.

⁴H. Douglas Brown, *Principle of Language Learning and Teaching*, (fourth Edition, New Jersey : prentice hall international limited, 1987), p. 7.

- a. All the words in a particular language
- b. The words that people use them they are talking
- c. A list words whit their meanings, especially in book for learning a foreign language.⁵

Penny Ur defines vocabulary: it is as the words we teach in the foreign language; however a new item of vocabulary may be more than a single word.⁶ Meanwhile, Jeremy Harmer stated that vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning itself.⁷

Based on some understanding of above researcher concludes that vocabulary is vocabulary is a list of words express a wide range of meaning and it is something very fundamental in learning English because it covers four basic skills in English.

2. Type of Vocabulary

In general, the vocabulary we know can be divided into two groups, passive vocabulary and active vocabulary. Passive vocabulary contains all the

⁵Hornby, A.S, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 200.

⁶Penny Ur, *A course in language Teaching: Practice and theory*, (Cambridge University Press, 1991), p. 60

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman Group UK Ltd, 1991), p. 461.

words that you understand when you read or listen, but which we do not use (or cannot remember) in our own writing and speaking. Active vocabulary is all the words you understand, plus all the words that we can use ourselves. Our active vocabulary, in English and your own language, is probably much smaller than our passive vocabulary.

In detail the vocabulary are divide into four types of vocabulary, those are:

- a. Active speaking Vocabulary is words that the speakers are able to use in speaking.
- b. Passive listening vocabulary, words that the listener recognize but cannot necessary produce when speaking.
- c. Passive reading vocabulary refers to words that a reader recognizes but would not necessarily be able to produce.
- d. Active writing vocabulary, words that a writer is able to use in writing.⁸

Harmer also divides vocabulary into two types, those are:

- 1) Passive vocabulary refers to words, which the student will recognize when they meet them but they will probably not be able to produce.
- 2) Active vocabulary refers to words that students have learned. They are expected to be able use by the students.⁹

⁸Kenji Kitao and S. KathlenKitao, *Testing vocabulary*.<http://www.mifi.gof/> partnership forreading/publishings/readingfirstvocab.html.2000, Accessed on January 10th 2013.

⁹Jeremy harmer, the *Practice of English Language Teaching*, (New Edition, New York: Longman Publishing, 1992), p.159.

Collier writes that there are words lists, one of function words and contain words that containing basic two thousand words English vocabulary.¹⁰

White page and Thomas in Ali divided vocabulary into four kinds as follows:

- a) Oral vocabulary; consist of words actively used speech.
- b) Writing vocabulary; the word that come reading to one finger vocabulary.
- c) Listening vocabulary; the stock of words one responds with meaning and understanding in the speaking of other, and
- d) Reading vocabulary; the words which one responds in the writing of others.¹¹

3. Vocabulary Selection

Teaching vocabulary is an important part of language and it must be done carefully. English researcher should know which words will not be useful to the students. Useful words are the word that occurs frequently in everyday English.

To select the important vocabulary, means that the researcher or instructor should choose the actual words that can be used by the students. In this case, before teaching it, the researcher should select the vocabulary students need.

Vocabulary for beginners, middle, and intermediate the researcher or instructor should choose what vocabulary the students need.

Harmer states that a general principle of vocabulary selection has been that of frequency. We can decide which words we should teach on the basis of how

¹⁰Collier, *The Key to English Vocabulary*, (Collier-Macmillah limited,London,1997) p. 6.

¹¹*Ibid.*,p.10.

frequently they are used by speakers of the language. The words which are most commonly used are the ones we should teach first.¹²

Based on the explanation above, it can be concluded that when teaching vocabulary it must be related to the students need by considering their level/age, environment and anything that relate to their words. Make the students like to study by, games, role play, singing or song, etc.¹³

Some methods for teaching vocabulary namely:

- a. Demonstrating the games
- b. Showing some picture
- c. Singing a song
- d. Creating some words.
- e. Realia¹⁴

In this case the writer just chooses the first method in doing the research, that is games.

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D. The Class of Words

1.Function words

By ‘Function words’ we mean a word that does not belong to one of the four major part of speech in English (noun, verb, adjective, and adverb). Their

¹²Jeremy harmer, *Op,Cit.*, p. 30.

¹³*Ibid.*, p.37.

¹⁴*Ibid.*, p. 40.

purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not only are they among the most frequent in the language, but they are also indispensable in forming sentences.

Among the function words are articles, auxiliary verbs, conjunctions, preposition, pronoun, noun-determines, substitute nouns, intensifiers, and other specialized expressions. They also include numerals, day of the week, and month of the year. Many of the words can be used in more than one way.

Function words are those that often have little meaning in the dictionary sense but which serve important functions in relating other words in the language to each other. Examples are: is, at, to, which, for, by, he etc. since these are the words that occur most frequently the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of any looking them up in the dictionary is not of much use. Since they acquire most of their meaning from the sentences in which then are used, it is rather pointless to discuss them in isolation.

The other function of words is the basic building in speech and writing. No one can communicate without words that convey exact meaning. The purpose the word is not only to express meaning but to relate other words to each other. These are the words we must know in order to speak or understand English with any fluency at all. Not only they are among the most frequent in the language, but they are also indispensable in forming sentence.

Among the function words are articles, auxiliary verbs, conjunctions, prepositions, pronouns, noun determiners, substitutes nouns, intensifiers and other specialized expressions. They also include numeral, days of the week, and months of year. Many of the words can be used in more than one way.

2. Content Words

Content words are words which refer to a thing, quality, state, or action and which have meaning (lexical meaning) when the words are used like noun.

Hornby stated that a noun is a word used to name or identify any of a class of things, people, place or ideas.¹⁵ Nouns have subclasses. They are pronoun and function nouns. Pronoun comprise seven words namely I, We, You, They, He, She, It. All of them have inflectional variants, but they do not have plural suffix-(e)s, and the possessive suffix-'s as most nouns do.

Function nouns consist of fifteen words which have the following characteristics:

- a. They are morphemically identical with or closely related to certain noun determiners.
- b. They are unchanging in form, showing neither of the characteristic noun inflections, -es and s.
- c. They have no noun-marking derivational suffixes.
- d. They may appear in most of the structural positions usually occupied by nouns.

There are some types of nouns. They are proper nouns, concrete or

¹⁵Hornby, *Op,Cit.*, p. 795.

abstract nouns, countable or non countable nouns, and collective nouns.¹⁶

Proper nouns: Mr. John Smith, Holland, Dutchman, Easter, June, Liberty, etc.

Concrete noun: is a word for a physical object that can be perceived by the sense-we can see, touch, smell the object (flower, girl, etc.).

Abstract nouns: a word for a concept-it is an idea that exists in our minds only (beauty, justice, and mankind).

Countable nouns: a girl, two girls, etc.

Noncountable noun: is not used in the plural. *Mass* nouns form one type of noncountable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns (including names of school subjects and sports) are noncountable. Some noncountables nouns may also be used in countable sense and will therefore have plural. In addition, a noncountable noun may be used in the plural with special meaning of *kinds of*.

Collective Nouns: audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk, government, group, herd, jury, majority, minority, nation, orchestra, press, public, team, etc.

E. How to Learn Vocabulary

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You

¹⁶Marcella Frank, *Modern English (a practical reference guide)*, (New Jersey: Englewood Cliffs, 1972), p. 6-7.

can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

1. Learn the words that are important to the subjects you are studying
2. Learn the words that you read or hear again and again
3. Learn the words that you know you will often want to use yourself
4. Do not learn words that are rare or not useful (your teacher can help you with this).

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

- a. write the words in a notebook (with their translations or definitions)
- b. write the words and definitions on small cards
- c. say the words many times (if you have an electronic dictionary you can hear how the word is pronounced)
- d. put the words into different groups (you could use a graphic organizer)
- e. write them in a file for use with a computer program
- f. make associations (in pictures or with other words)
- g. ask someone to test you
- h. use the words in your own speaking or writing.

Some students put a tick or cross in their dictionary next to every word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word. In all of the above ways, you are doing something with the words.

It's usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they remember words better if they do something with them. The principle of vocabulary are:

1. Focus on the most useful vocabulary first.
2. Focus the vocabulary in the most appropriate way.
3. Give attention to the high frequency words across the four stands of course.
4. Encourage learners to reflect on and take responsibility for learning.¹⁷

F. Snowball Throwing

Kisworo stated that snowball throwing is learning that be started with form group then each leader get job from teacher to make vocab in paper and then the paper is thrown into another group, and then every student present vocabulary in the paper.¹⁸ According Saminanto in the same source state that snowball throwing is practice students so that more active receive messages from other students in form snowball that be made from paper, and deliver its messages to other students in one group.

Based on explanation above, it can be understood that Snowball throwing is one of vocabulary games which make students enjoy and can decrease worry in learning vocabulary. Snowball throwing encourages the students to be active in

¹⁷David Nunan, *Practical English Language Teaching*, (New York: Cambridge University Press, 1995), p. 135

¹⁸Kisworo, *Penerapan Metode Snowball*, <http://mgmppknkabkuburaya.blogspot.com/2012/08/artikel-3-penerapan-metode-snowball.html>.

speaking participation in the classroom, because this method contains a rich communication where students must be active. Snowball throwing methods have positive effect on the students' memory development. In addition, the purpose of this method is appropriate in reviewing the vocabulary for the students. In teaching learning process, snowball throwing method can be a good media in developing students' vocabulary.¹⁹

1. The rule of teaching vocabulary through Snowball Throwing Method

This method is not difficult to apply. The rule is very simple to the subject under study when the play this method. The role of teaching snowball throwing method can play like a game. It can be explained as below:

- a. Giving one topic for the student about what topic will you teach. For example: "*Animals*".
- b. Asking the students to stand up.
- c. The researcher divides students into four groups.
- d. The researcher throws the ball to the first student. The first student throw the ball to the other students, taking turns from the right side to the left side during the music plays and then suddenly the researcher stop the music.
- e. The researcher shows a picture about the topic to the students. The last student which holds the ball must answer what the researcher shows. If the student cannot answer, the games will be continue to the next student until anyone can answer

¹⁹Deansatriawan, *Snowball Throwing Teaching Method*, Online:<http://deansatriawan.wordpress.com/2012/07/17/snowball-throwing-teaching-method/>, accessed on 9th 2013.

correctly and if all of the students cannot answer correctly, the researcher will answer what the picture is about. This situation can make students adroit in three activities at the same time (seeing, hearing, and speaking).

- f. The researcher explains and gives simple question that related to the picture.
- g. This step continues until the researcher finishing the last picture
- h. This method can make the players or in this case the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable way. Fun in learning with snowball throwing method brings real word context in to the classroom and enhances students to use English in flexible communicative way. It can make students relax and fun to study.²⁰

2. Advantages and disadvantages Snowball Throwing method

The Advantages of Snowball throwing method, namely:

- a. This method can make the players or in this case the students more adroit and their ability about memorizing the English vocabulary is more increased because they learn in an enjoyable way.
- b. Fun in learning with snowball throwing method brings real word context in to the classroom and enhances students to use English in flexible communicative way.
- c. It can make students relax and fun to study.
- d. The teaching learning process more attractive
- e. The researcher more easy to teach about the vocabulary

²⁰Ibid.

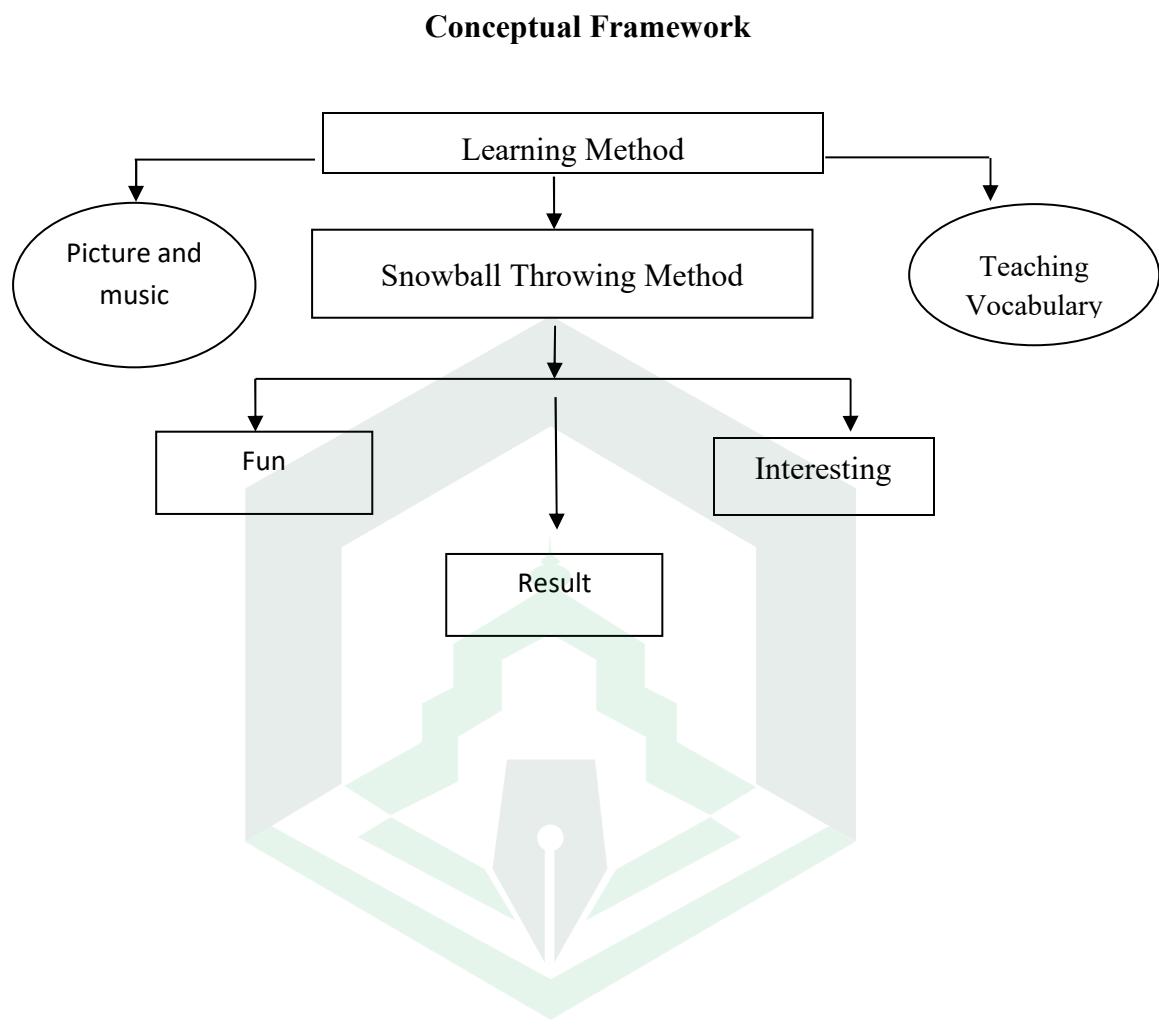
Disadvantages of snowball throwing in vocabulary are :

- a. Snowball throwing need a lot of time to finish all the picture, because if the student can not answer so the researcher should continue to another student
- b. The researcher should control the situation of classroom, this method makes situation more crowded because the student screams when the ball running
- c. This method not too effective measure the students' vocabulary because not all the students get the chance to study because limit of the time.²¹

G. Conceptual Framework

The conceptual framework showed the process of the research of teaching vocabulary through snowball throwing at the seventh year students of SMPN 8 Palopo. The researcher used picture and music in teaching vocabulary through snowball throwing. The learning process was fun and interesting for them. The researcher used classroom action research it consisted two cycles. The researcher made planning, action, and observation. The researcher explained the vocabulary and the way of snowball throwing in teaching process. The researcher did the observation, students' responses, participation, analyzing and making conclusion. The researcher could identify the students' achievement in vocabulary. So the snowball throwing was effective in teaching vocabulary.

²¹Ibid.



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CHAPTER III

METHOD OF RESEARCH

A. Research Types

This research applied the Classroom Action Research (CAR) method that consist of four stages, they are: Planning, Implementation of Action, Observation, and Reflection. Judging from its name already indicated the content contained is a research activity conducted in the classroom. Because there were three words that make sense, then there were three terms that can be explained, as follows:

1. Research, namely: refers to an activity looking at an object by using a specific model and rules for obtaining the data or information useful in improving the quality of the things that interest and importance to researcher.
2. Action, namely: point to something deliberate motion activities with a specific purpose. In a series of cycles in the form of research activities for students.
3. Classes, namely: in this sense is not tied to the classroom, but in more specific terms. As has long been recognized in the field of education and teaching, the meaning of the term class is a group of students who are in the same time, receive the same lessons from the same teacher as well.¹

¹Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Cet. VI; Jakarta: Bumi Aksara, 2007), h. 2-3.

There were three cycles that be done by the researcher. Each cycle was the series of activities which have close relation. The realization of the next cycle will continued and repaired from the previous cycle.

B. Setting of the Research

The researcher did research in SMPN 8 Palopo, especially at the seventh year students of SMPN 8 Palopo class VII 1. The total number of students was 20 students. This research was done in two cycles, in order to find out the effective way in teaching vocabulary by using snowball throwing to the students.

C. Research Participant

The participants of the research are:

1. English Researcher

English researcher was a researcher in this research, where the English researcher applied snowball throwing in teaching vocabulary.

2. Students

The position of the students in this research was as the subject of the research.

3. Partner and Collaborator

The collaborator in this research as the observer, the collaborator helped the researcher to observe the students, so the researcher was able to know the students condition in learning process and gave the suggestion for the problem in each cycle.

D. Method and Instruments of Collecting Data

1. Methods

The collecting data methods in this classroom action were:

- a. Observation list : It was useful to observe the students' participation during the use of snowball throwing in teaching vocabulary. Also, as the basic instrument in discussion part among the researcher and the collaborators as a way to make reflection in each cycle.
- b. Interview : To find out the level of successful in implementing the use of snowball throwing in teaching vocabulary.

2. Instrument

The instrument was used in collecting data in this classroom action research were:

- a. Test : To find out the students' score.

E. Data Analysis

The data which collected in every observation in each cycle was analyzed descriptively through percentage method.

- 1. Vocabulary Test result : Students' score of vocabulary test was counted by using the formula, as follow:

$$Score = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2. Calculating the mean score of the students' reading comprehension test by using the formula:

$$X = \frac{\sum x}{N}$$

Where:

X : Mean score

$\sum x$: Total raw score

N : Total sample.²

3. Activities of students during the learning process: it was analyzed by considering the students' participation and classify into passive and active classification.

F. Procedures of the Research

Cycle 1

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

a. Planning

- 1) Make a lesson plan about the use of snowball throwing in teaching vocabulary.

²Anas Sudijono, *Pengantar Statistik Pendidikan*, (PT Radjawali Persada), 2009. p. 13

- 2) Researcher prepared all facilities needed in doing snowball throwing such us the material of vocabulary, and picture. Kind of pictures were animals.
- 3) Make the instrument which used in each cycle of the classroom action research.

b. Action

- 1) The researcher prepared all of the instruments in the class before starting teaching such as pictures, paper, etc.
- 2) The researcher prepared the list of vocabulary.
- 3) The researcher introduced of materials of the lesson included.
- 4) The researcher distributed the list of vocabulary and then plays the game.
- 5) The researcher asked the students to see the picture and guess the picture.
- 6) The students wrote down in a paper the vocabularies that have been showed.
- 7) The researcher discussed the picture with the students, then explains and list of vocabulary and also practices how to pronounce the vocabularies correctly.
- 8) Closed the class

c. Observation

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- 1) Students' participant during the learning process.

d. Reflecting

The result of the data have been done, it was continued until can be made as reflection after action research. The reflection was discussed with a guidance lecturer

while the researcher should make research planning for the next cycle. The research plan was the plan for the next cycle which repaired from cycle 1.

Cycle 2

In this section, the researcher is going to do the next action based on the value of cycle 1 reflection namely:

a. Planning

- 1) Continue the activity that had been done in cycle 1.
- 2) Repair the weakness in the cycle 1.
- 3) Make planning again in the scenario learning process from the result of cycle 1 reflection.
- 4) Action research repaired.

b. Action

In this stage, action is done to upgrade the result based on the cycle 1 reflection. The stages were different because the picture which used about transportation pictures:

- 1) The researcher prepared all of the instruments in the class before starting teaching such as pictures, paper, etc.
- 2) The researcher prepared the list of vocabulary.
- 3) The researcher introduced of materials of the lesson included.
- 4) The researcher distributes the list of vocabulary and then plays the game.
- 5) The researcher asked the students to see the picture and guess the picture.

- 6) The students write down in a paper the vocabularies that have been showed.
- 7) The researcher discusses the picture with the students, then explains and list of vocabulary and also practices how to pronounce the vocabularies correctly.
- 8) Closed the class

c. Observation

In doing observation at the cycle 2 was almost same with observation at cycle 1.

d. Reflecting

Reflection was done to see the result of cycle 2 action processes, to analyze, understand and make conclusion activity. Researcher analyzes cycle 1 to know whether the action of this cycle reaches success criteria based on the result action. This classroom action research was success if some of the following requirement were fulfilled:

- 1) Most of the students have a good score in evaluation (vocabulary test) (65).
- 2) Most of the students' active in learning process (75%)

G. Indicators of Success

Successfully in this action research, if the value of students learning will have an improvement. According to the criteria of completeness of material (CCM) who is established by SMPN 8 Palopo for English subjects is 70³. There were also changes in attitudes of the students during the learning process is characterized by increased

³Muh.AdiNur, S.Pd, "Kriteria Ketuntasan Belajar Minimal", SMPN 8 Palopo.

attendance, attention, and the activity of students in the learning process that can be seen in the observation sheet.



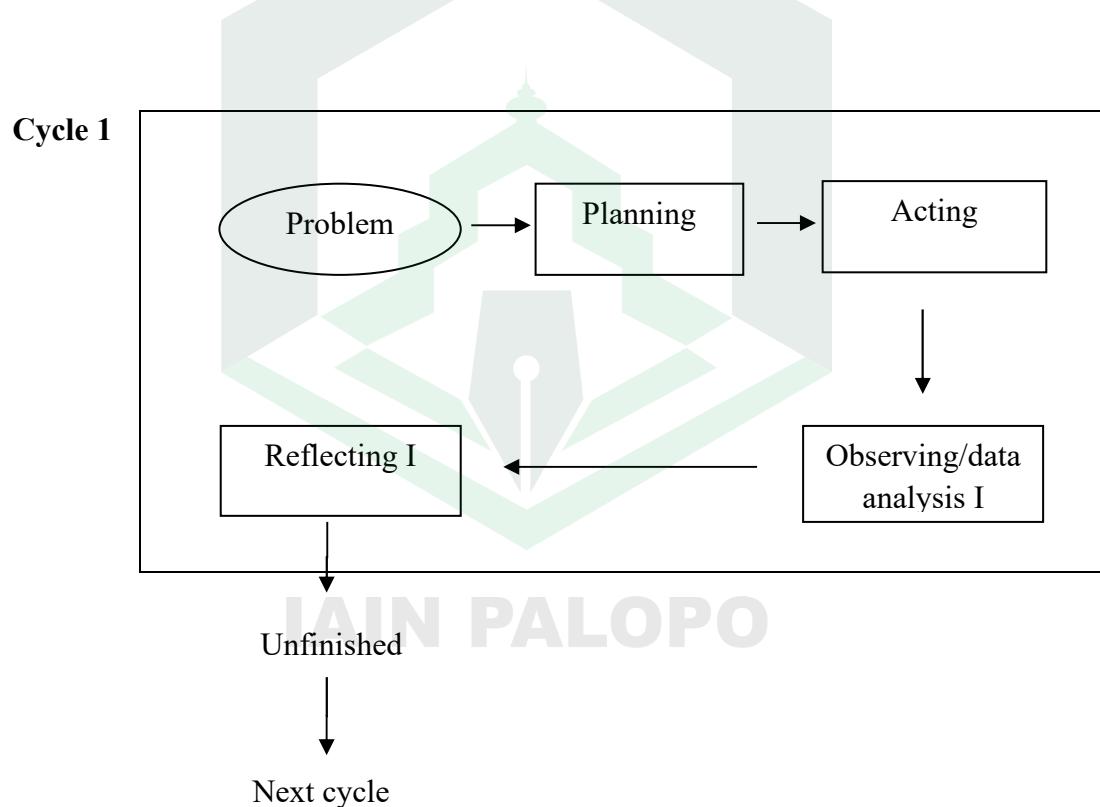
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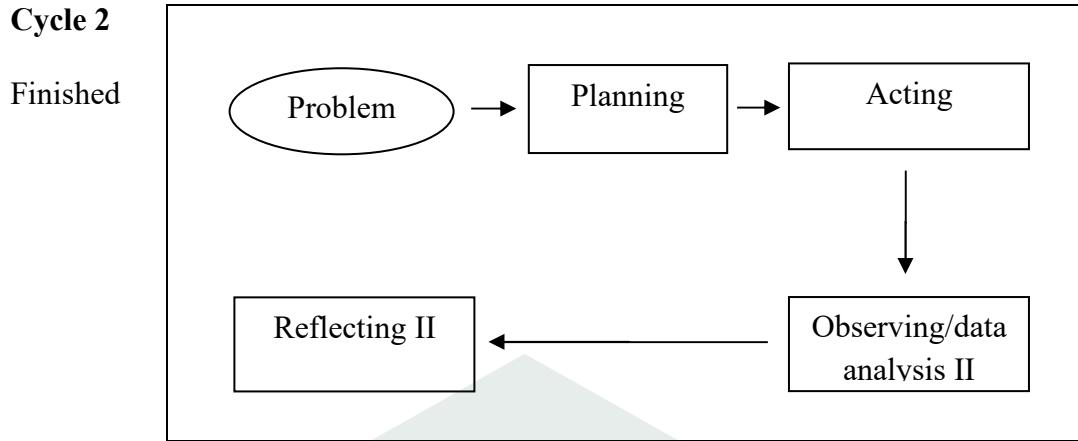
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explained the cycles of teaching and learning process of this current research. In this case, there were two cycles, it can be seen in general through the following chart:





Cycle I

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

1. Planning

- a) Researcher made a lesson plan about the use of snowball throwing in teaching vocabulary.
- b) Classroom management numbers of students were 20 students, make the classroom more comfortable.
- c) Researcher prepared the material about vocabulary.
- d) Researcher prepared all facilities needed in doing learning teaching process through snowball throwing, such as picture, the camera, students' test, and observation sheet.

b. Acting

The action of cycle 1 started on 16 January 2014, at the first lesson at 7:30 a.m. The researcher opened the class by greeting all the students and introduced himself and his collaborator. After that, he asked the condition of the students then explained what the snowball throwing is and the steps of it in learning vocabulary or what must they did during the class. Before starting the lesson, he divided the students into four groups then gave them one topic, the topic was about the animals. To make the students easier in learning process, the researcher gave them list of vocabulary that would be used during using snowball throwing. He wrote the vocabulary on the whiteboard and prepared the first ball that would be thrown.

The vocabularies are:

Crocodile : buaya

camel : unta

Harimau : tiger

rabbit : kelinci

Goat : kambing

bat : kelelawar

Horse : kuda

cow : sapi

Elephant : gajah

bear : beruang

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The animal's pictures using in learning





Firstly, the plastic ball was thrown by the researcher to the first student and then the first student threw the plastic ball to the other students in other groups, during the activities the music was played and then suddenly he stopped the music. It indicated that the last student which held the ball must answer the question and also all the students had to answer question related to the picture in the plastic ball. The question was “ what picture is this?” then the students answered the question related to the picture, the first picture was crocodile. Next, the students must continue to throw the plastic ball to other groups when their member in each group that could not answer the question that related to the picture would be out and the plastic ball would be thrown continually until anyone can answer correctly and if all of the students cannot answer correctly, the researcher could give the correct answer.

By the end of the class, the researcher closed the class with conclusion as appreciation to all students that the students had done well in learning although there were still some of them unable to answer the questions because their vocabulary was less.

c. Observation

During the implementation of teaching leaning process by using snowball throwing in the first cycle, the researcher and the collaborator did observation. They found that some of students got improvements in vocabulary. The students said that the learning process was interesting, enjoyable and they felt happy. In other side, He also found that some others were still under the target or the criteria. Such as; the students were not familiar with the learning by using snowball throwing, they didn't have a braveness to be active during the learning process, they have limited vocabulary and some of them didn't know how to pronounce some vocabularies. For example, when they pronounce "/horse/", they still say" /hor-se/" instead of "/hors/"

Evaluation of the students' vocabulary test showed that there were some students who got low scores and the mean score was only **50.5**.

Table 1
The mean score of student's vocabulary in Cycle 1

| NO. | RESPONDENTS | CYCLE |
|-----|-------------|------------|
| | | MEAN SCORE |
| 1 | R001 | 50 |
| 2 | R002 | 30 |
| 3 | R003 | 60 |
| 4 | R004 | 50 |
| 5 | R005 | 80 |

| | | |
|--------------------|------|--------------|
| 6 | R006 | 20 |
| 7 | R007 | 60 |
| 8 | R008 | 30 |
| 9 | R009 | 60 |
| 10 | R010 | 60 |
| 11 | R011 | 70 |
| 12 | R012 | 70 |
| 13 | R013 | 40 |
| 14 | R014 | 60 |
| 15 | R015 | 70 |
| 16 | R016 | 50 |
| 17 | R017 | 30 |
| 18 | R018 | 50 |
| 19 | R019 | 40 |
| 20 | R020 | 30 |
| TOTAL SCORE | | 1.010 |

Calculating the mean score of the students' vocabulary test of cycle I

$$X = \frac{\sum x}{N}$$

$$= \frac{1010}{20} \\ = 50,5$$

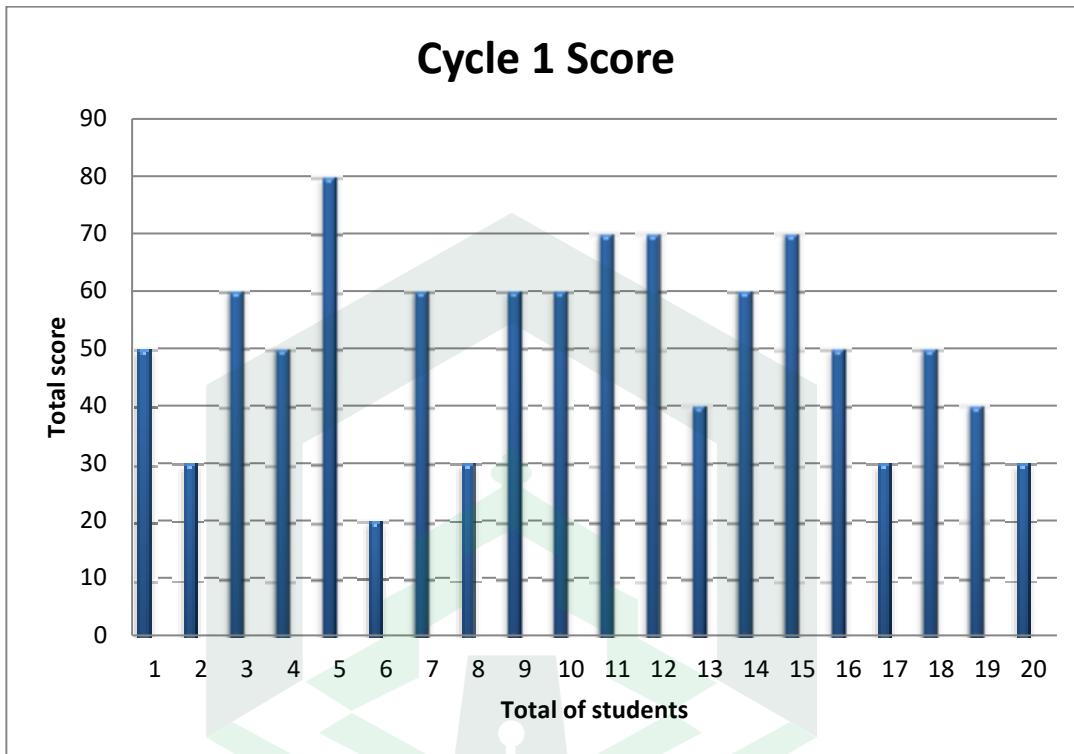
Table 2
The rate percentage of students' score in cycle I

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | - | - |
| Good | 61-80 | 4 | 20% |
| Fair | 41-60 | 9 | 45% |
| Poor | 21-40 | 6 | 30% |
| Very poor | 1-20 | 1 | 5% |

The table above shows that the students' score in the test of cycle I; there was none student got 'very good', 4 (20%) students got 'good', 9(45%) students got 'fair', 6 (30%) students got 'poor' and 1 student got 'very poor' classification.

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Table 3
Diagram Result of the Test in Cycle 1



Besides, the researcher and collaborator also did observation about the students' activeness during the class and they got some data, It can be seen in the table bellow:

Table 4
The result of observation on student's activities in Cycle 1

| No | Respondents | Not Active | Less Active | Active | Very Active |
|----|-------------|------------|-------------|--------|-------------|
| 1 | 001 | | | | |
| 2 | 002 | | | | |
| 3 | 003 | | | | |
| 4 | 004 | | | | |
| 5 | 005 | | | | |
| 6 | 006 | | | | |
| 7 | 007 | | | | |
| 8 | 008 | | | | |
| 9 | 009 | | | | |
| 10 | 010 | | | | |
| 11 | 011 | | | | |
| 12 | 012 | | | | |
| 13 | 013 | | | | |
| 14 | 014 | | | | |
| 15 | 015 | | | | |
| 16 | 016 | | | | |
| 17 | 017 | | | | |
| 18 | 018 | | | | |

| | | | | | |
|----|--------------|----------|----------|----------|----------|
| 19 | 019 | | | | |
| 20 | 020 | | | | |
| | Total | 3 | 7 | 6 | 4 |

Where :

1. Very active : the students are responsive and participated fully in all activities in the learning and teaching process.

2. Active : the students responses the material and interacting with others, whether to the teacher or his/ her friends.

3. Less active : the students pays attention and gives responses once in a while.

4. Not active : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.

Table 5
The percentage of students' active participation in cycle 1

| Classification | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Very active | 4 | 20 % |
| Active | 6 | 30 % |
| Less active | 7 | 35 % |
| Not active | 3 | 15 % |

$$P = \frac{F}{N} \times 100$$

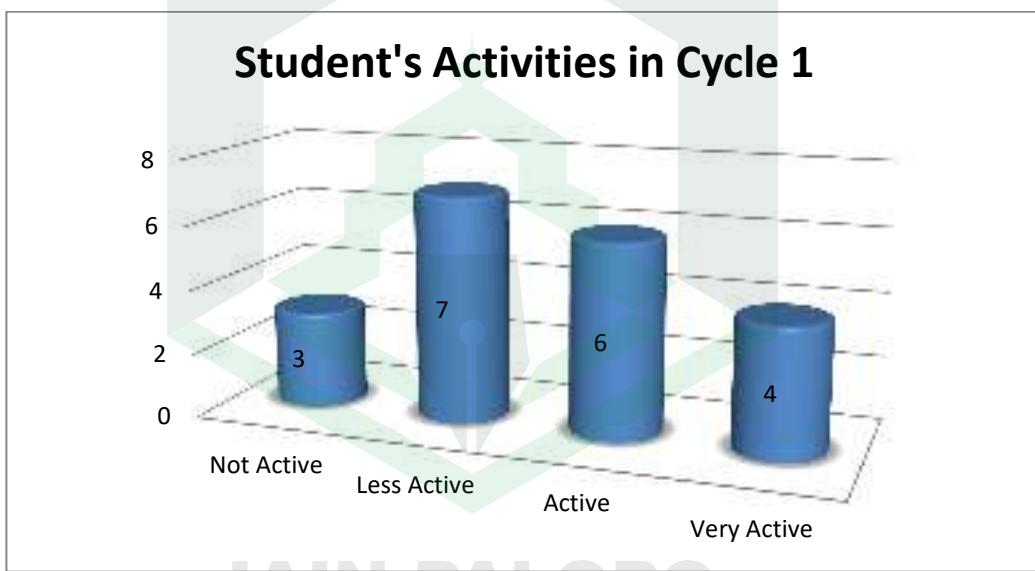
Where :

P : Percentage

F : Frequency

N : Total of students.

Table 6
Diagram the Students' Participation



Based on research data in the cycle 1 which is shown by the description above that included 20 students, there were 4 (20 %) students were very active in the class. The active students were 6 (30 %), the less active students were 7 (35 %). And the students not active were 3 (15%) students. This section was not success because there were still weakness that the researcher and collaborator found.

d. Reflection

The reflection was done by the researcher and collaborator as it was found some weakness in implementing or using snowball throwing and it needed to repair then continued to the cycle 2.

There were significant weaknesses in the first cycle that the researcher found such as;

1. The students were lack of vocabulary
2. The students were lazy to memorize some vocabulary
3. The students did not focus to the material. Because the students just needed to help them answer it.
4. They did not understand about how to pronounce the word well.

To solve these problems above, the researcher gave more practice about the using snowball throwing to make them easier in memorizing vocabulary, still gave list of vocabulary to them and told how to pronounce the words correctly and gave new interesting picture.

Cycle 2

a. Planning

The content of this planning was the results from reflection of cycle I. The results of cycle I was used to plan the action in cycle 2. The planning was done in the cycle 2 where :

1. Researcher and collaborator discussed about the results of reflection in cycle I. the goal of discussion was for solving the problem or weakness which was become in the cycle I as effort to increasing the participation of cycle 2.
2. Researcher prepared list of vocabulary about transfortation.
3. Researcher prepared the picture related to the topic.

Actually the plan of cycle was closely same with cycle I. but the researcher made new strategy for increasing the cycle 2. Such as the researcher gave more practice about the using snowball throwing to make them easier in memorizing nouns, gave list of vocabulary then told them how to pronounce the words correctly and gave new topic and interesting picture. The researcher hoped in the cycle 2 the students could be better.

b. Acting

At the beginning of the first meeting was closely same with previously meeting. Researcher opened the class by greeting the students like saying hi or hello and asked their condition by saying how are you? then reviewed about the material that had been given before where the question was " what is the Indonesia of horse? ". In this section, the researcher gave more practice to make them easier in memorizing vocabulary and to make the students interest in learning process, he gave new picture,

the picture was about the transportation. The researcher also gave list of vocabulary that used in learning process then told them how to pronounce the words correctly.

The vocabularies are:

Plane : pesawat terbang

car : mobil

Ship: kapal laut

pedicab: becak

Boat: perahu

Train : kereta api

Bicycle : sepeda

The transportation pictures using in learning



In this cycle the researcher asked the student threw the base ball to the other students in other groups, during the activity the music was played and then suddenly the researcher stopped the music. It indicated that the last student which held the base ball had to answer the question. "what picture is this?" After answering the question, the student who held the base ball continued threw the base ball to other groups. In this activity, most of the students could answer the questions. After all of the picture had been showed, the researcher calculated the true answering by the students in each group and also the researcher looked for the winner of this activity. Then he gave a reward to the group that had been the winner.

By the end of the class, the researcher motivated them so that they got spirit and was active in learning process. After that, he closed the class by giving conclusion as appreciation to all students that the students had done well in learning.

c. Observation

Based on the observation activity made by the researcher and collaborator in the action cycle 2, they found that students' participation was very good. The teaching material seemed interesting for the students. There fore almost of them followed the learning process enthusiastically so that the class seemed more active than before. The quality of learning process increased from the first cycle to the second cycle could be seen from the students' oral tested. The researcher and collaborator also found that most of the students could catch the vocabulary easily and relax the situation during the use of snowball throwing. And the last, evaluation

of student's vocabulary achievements showed that the students got better score than in the first cycle. The mean score was **85.5**.

Table 7
The mean score of students' vocabulary in Cycle 2

| NO. | RESPONDENTS | CYCLE I |
|-----|-------------|------------|
| | | MEAN SCORE |
| 1 | R001 | 90 |
| 2 | R002 | 80 |
| 3 | R003 | 90 |
| 4 | R004 | 90 |
| 5 | R005 | 90 |
| 6 | R006 | 90 |
| 7 | R007 | 90 |
| 8 | R008 | 90 |
| 9 | R009 | 70 |
| 10 | R010 | 90 |
| 11 | R011 | 80 |
| 12 | R012 | 90 |
| 13 | R013 | 90 |
| 14 | R014 | 90 |
| 15 | R015 | 80 |

| | | |
|--------------------|------|--------------|
| 16 | R016 | 80 |
| 17 | R017 | 80 |
| 18 | R018 | 70 |
| 19 | R019 | 90 |
| 20 | R020 | 90 |
| TOTAL SCORE | | 1.710 |

Calculating the mean score of the students' reading test of cycle I

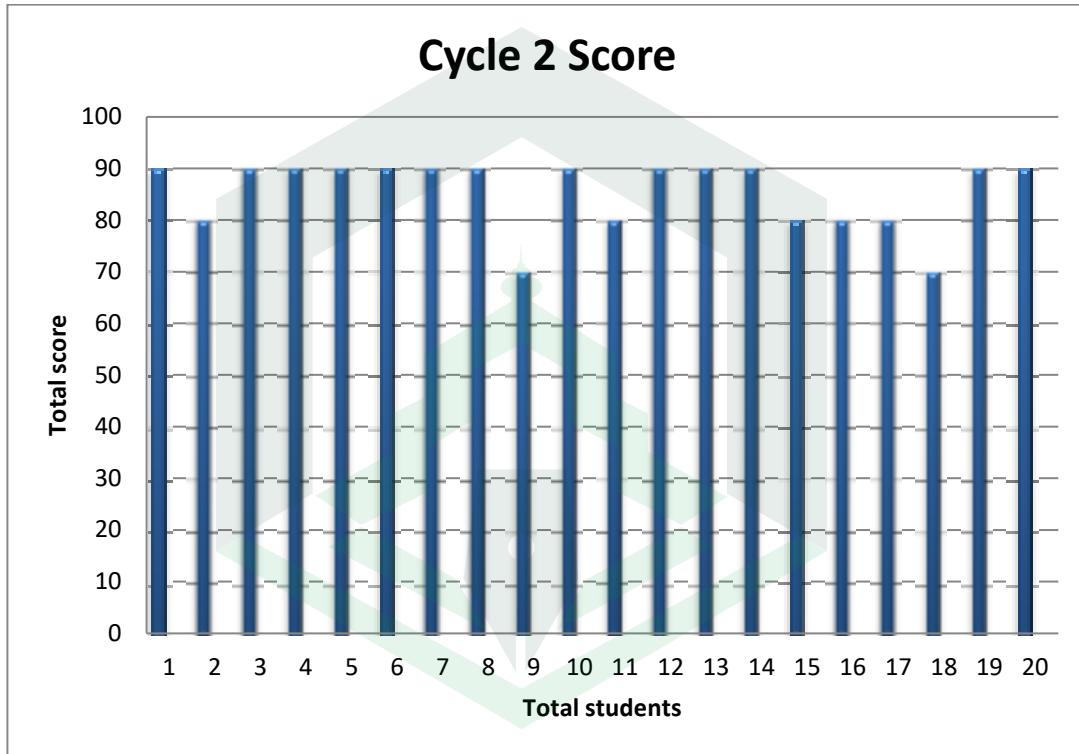
$$\begin{aligned} X &= \frac{\Sigma x}{N} \\ &= \frac{1710}{20} \\ &= 85,5 \end{aligned}$$

Table 8
The rate percentage of students' score in cycle 2

| Classification | Score | Frequency | Percentage |
|----------------|--------|-----------|------------|
| Very Good | 81-100 | 13 | 65 % |
| Good | 61-80 | 7 | 35% |
| Fair | 41-60 | - | - |
| Poor | 21-40 | - | - |
| Very poor | 1-20 | - | - |

The table above shows the students' score in cycle II; in which there were no student got ' fair, poor and very poor', 13 (65 %) students got ' very good'. And 7(35%) students got 'good'.

Table 9
Diagram Result of the Test in Cycle 2



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After that the researcher also did observation about activities of students in the class. He did it with observer, and got some data about activities of students in learning process. Based on the result of observation he got some data, such as none students were not active, 2 students were less active, 12 students were active, and just 6 students were very active. It can be seen in the table bellow:

Table 10
The result of observation on student's activities in Cycle 2

| No | Respondents | Not Active | Less Active | Active | Very Active |
|----|-------------|------------|-------------|--------|-------------|
| 1 | 001 | | | | |
| 2 | 002 | | | | |
| 3 | 003 | | | | |
| 4 | 004 | | | | |
| 5 | 005 | | | | |
| 6 | 006 | | | | |
| 7 | 007 | | | | |
| 8 | 008 | | | | |
| 9 | 009 | | | | |
| 10 | 010 | | | | |
| 11 | 011 | | | | |
| 12 | 012 | | | | |
| 13 | 013 | | | | |
| 14 | 014 | | | | |
| 15 | 015 | | | | |

| | | | | | |
|----|--------------|----------|----------|-----------|----------|
| 16 | 016 | | | | |
| 17 | 017 | | | | |
| 18 | 018 | | | | |
| 19 | 019 | | | | |
| 20 | 020 | | | | |
| | Total | 0 | 2 | 12 | 6 |

Where :

- 1. Very active** : the students are responsive and participated fully in all activities in the learning and teaching process.
- 2. Active** : the students responses the material and interacting with others, whether to the teacher or his/ her friends.
- 3. Less active** : the students pays attention and gives responses once in a while.
- 4. Not active** : the student does not give respond to the material, she/he looks confused, bored and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of the material, etc.

Table 11
Diagram the Students' Participation

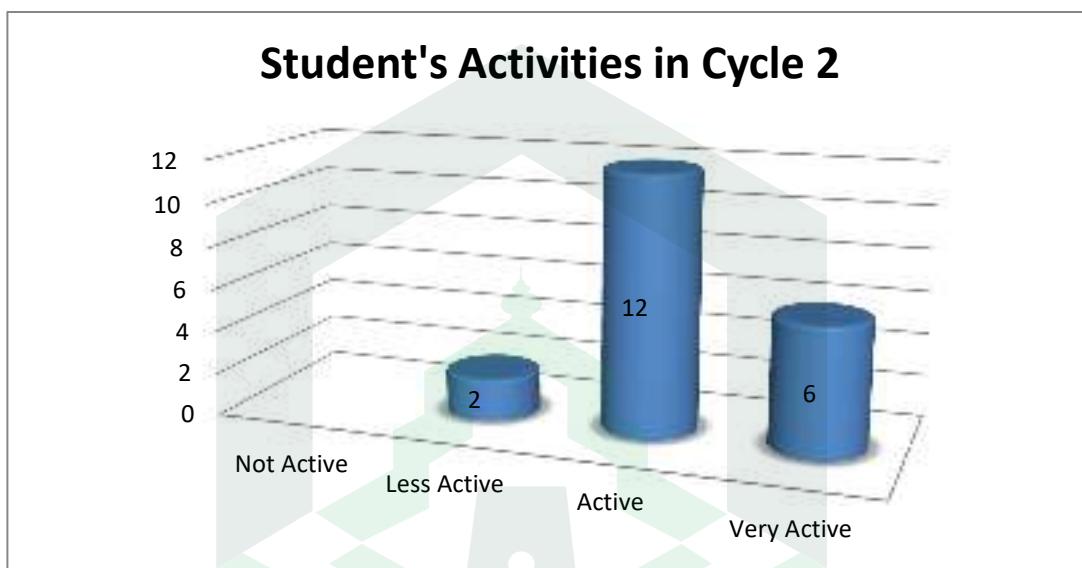


Table 12
The percentage of students' active participation in cycle II

| Classification | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Very active | 6 | 30 % |
| Active | 12 | 60 % |
| Less active | 2 | 10 % |
| Not active | - | - |

$$P = \frac{F}{N} \times 100$$

Where :

P : Percentage

F : Frequency

N : Total of students.

Based on the percentage of students' active participation above research can be known that from 20 students, there were 6 (30%) students were *very active* in the class by using snowball throwing. There were 12 (60 %) students were observed as the *active* ones. And there were still 2 (10%) students who *less active* and there was not student not active in cycle 2. Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1, because the researcher gave more practice about the using snowball throwing to make them easier in memorizing nouns, still gave list of vocabulary then told them how to pronouncing the words correctly and gave knew topic and interesting picture. He also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 90%.

d. Reflecting

Some successful points in the Cycle 2 namely: most of the students were familiar with the using snowball throwing in vocabulary achievements. Most of the student were active in learning activities, 12 students were active, 6 students were very active, 2 students were less active, and none of student was not active. It is mean that 90% students were active in learning process and 10% were not really active. Therefore, researcher and collaborator decided to stop the CAR. Researcher did not need revise plan or move to the next cycle.

B. Discussion

Based on the result of the previous findings, it can be discussed that: For the first section, the researcher wanted to discuss about students' active participation during learning vocabulary by using snowball throwing. At the first cycle, she found that there were 4(20%) students were *very active* in learning process by using snowball throwing. The *active* students were 6(30%), there were 7 (35%) students were *less active*, and there were 3(15%) students who were *not active*. The accumulation from *very active* students and *active* students reached 50%. It did not reach the criteria and the data took from observation list that was done by collaborator during learning process.

From data and observation, he found that there were 10 students very active and active during learning process, it caused they like the way the researcher taught them by using snowball throwing which they could enjoy and have fun with their friends, and also they felt happy so that they easier to receive and understand the lesson. Besides, he also found the problems of the class, why students not active and less active because the students were not familiar with the learning by using snowball throwing, they didn't have a braveness to be active during the learning process, they have limited vocabulary and some of them didn't know how to pronounce some vocabularies. For example, when they pronounce “/horse/”, they still say” /horse/” instead of “/hors/”. The result of the students’ score in the first cycle 50,5 and the criteria of success had not been achievewhich was determined.

In the second cycle revised from the first cycle, the researcher did new plan in order to solve the problems in cycle 1. Such as; the researcher gave more practice about the using snowball throwing to make them easier in memorizing nouns, gave list of vocabulary then told them how to pronouncing the words correctly and gave knew topic and interesting picture.

By doing the procedures above, she found that there were 6(30%) students were observed *very active* in the teaching learning process by using snowball throwing. There were 12(60%) students were observed as the *active* ones. There were still 2(10%) students who was *less active* and surprisingly there was no *not active* student in the cycle 2 were found. Referred to the result of data analysis, he found that the students’ active participation was better than the result in the cycle 1. He also

found that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active*. It reached 90%. And the result of students' score in this cycle showed 85,5 and the criteria of succes had been achieved.

According to explanation above, the researcher concluded that the students' participation was very good at the time. The teaching material seemed interesting for the students. Therefore almost of them followed the learning process enthusiastically so that the class seemed more active than before. The quality of learning process increased from the first cycle to the second cycle could be seen from the students' oral tested. The researcher and collaborator also found that most of the students could catch the vocabulary easily and relax the situation during the use of snowball throwing. The last, evaluation of student's vocabulary achievements showed that the students got better score than in the first cycle. It means that, teaching vocabulary by using snowball throwing was effective and this researcher could say succeded.

It is supported by Febrianti in her thesis which written under title "Improving Students' Vocabulary Mastery Using Snowball Throwing (A Classroom Action Research at the Fifth Year Students of SDN Banyuanyar I Surakarta in the 2011/2012 Academic Year)". The research findings show that Snowball Throwing games can improve the students' English vocabulary mastery including understanding meaning, pronunciation, spelling, and using of words. The highest improvement was the aspect of using of words. Snowball throwing games

could increase the students' motivation and self-confidence in learning vocabulary. Snowball throwing games could change the students to be active learners as they involved in the activity and they automatically learned by doing.¹



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¹Febrianti Indrasari, “*Improving Students’ Vocabulary Mastery Using Snowball Throwing (A Classroom Action Research at the Fifth Year Students of SDN Banyuanyar I Surakarta in the 2011/2012 Academic Year)*”, (a thesis Universitas Sebelas Maret: Surakarta, 2012), Online:, Accessed on 2nd February 2013,

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consist of two sections. The first section deals with the conclusion and other deals with the suggestion.

A. Conclusions

After finishing the research, the researcher concluded that there were some effective ways of using Snowball Throwing to teach vocabulary at the seventh year students of SMPN 8 Palopo. Those were:

1. Giving more practice about the using snowball throwing to make the students easier in understanding and memorizing the word.
2. Giving list of vocabulary then told them how to pronounce the words correctly.
3. Giving interest picture and topic.
4. Changing the atmosphere of the students in the classroom during learning process and making the students fun and active in learning process.

The students' vocabulary progressing during Learning activity through snowball throwing was good. The students said that they felt happy and have fun because learning by using snowball throwing was interesting for them.

B. Suggestions

Based on the conclusions previously, the researcher would like to suggest:

1. Snowball throwing was the effective way of the teaching process, because that is a good way to be applied in the classroom to improve their mastery in vocabulary. An English teacher should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be a fun.
2. To achieve the goal of teaching the teacher should adapt between material and strategy that teacher apply in the classroom.
3. For the next researcher who wants to do the research on the use of snowball throwing too, hope this research paper can be a reference to make them easier in doing their research. It is better to find more theories that support the use of snowball throwing in teaching vocabulary.

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OBSERVATION LIST

Nama peneliti : Muhammad jaya

Kolaborator : Ardianto wiranata

Materi : Bahasa Inggris

Siklus : 1

| NO | Hal-Hal Yang Menjadi Pengamatan | KETERANGAN |
|----|---|------------|
| 1 | Respon siswa terhadap peneliti | |
| 2 | Sikap siswa ketika berlangsungnya pengajaran menggunakan Snowball Throwing | |
| 3 | Tingkat penguasaan siswa saat menggunakan Snowball Throwing dalam pembelajaran. | |

NOTE: Pada kolom keterangan, kolaborator memberikan penjelasan atau gambaran singkat terhadap pengamatan yang dilakukan selama penelitian berlangsung.

OBSERVATION LIST

Nama peneliti :Muhammad Jaya

Kolaborator :Ardianto Wiranata

Materi : Bahasa Inggris

Siklus :2

| NO | Hal-Hal Yang Menjadi Pengamatan | KETERANGAN |
|----|---|------------|
| 1 | Respon siswa terhadap peneliti | |
| 2 | Sikap siswa ketika berlangsungnya pengajaran menggunakan Snowball Throwing | |
| 3 | Tingkat penguasaan siswa saat menggunakan Snowball Throwing dalam pembelajaran. | |

NOTE: Pada kolom keterangan, kolaborator memberikan penjelasan atau gambaran singkat terhadap pengamatan yang dilakukan selama penelitian berlangsung.