# Jurnal
# Didascein Bahasa

# DAFTAR ISI
## Jurnal Didascein Bahasa Edisi Mei 2017, Vol. 2 No. 2
### ISSN: 2477-1910

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# TEACHING ENGLISH VOCABULARY IN THE THEME FRUITS AND ANIMALS BY USING SNOWBALL THROWING TECHNIQUE (STT) TO THE SEVENTH GRADERS

## Heru Setiawan[4]

**ABSTRACT:** The problem of this study was: "Is it effective to teach vocabulary by using STT to the seventh grade students of Karya Ibu Junior High School of Palembang?".Therefore the objective of this study was to find out whether or not it was effective to teach vocabulary to the seventh grade students of Karya Ibu Junior High School of Palembang by using STT. The population of the study was all the seventh grade students of Karya Ibu Junior High School of Palembang in academic year of 2015/2016 with total member of 230. Its sample was taken from class VII. 5 which consisted of 37 students. The method was pre experimental design. In collecting the data, the researcher gave written test in the form 40 multiple choices, and in analyzing the data used match t-test. It was found that teaching English vocabulary by using snowball throwing was effective. It could be seen from the means difference between the result of the pre-test and the result of the post-test. The average of the students' score in the pre-test was 7.5 and the average of the students' score in the post-test was 9.25. There was a significantly different score between the result of the t-obtained and t-table. In this study, the result of the t-obtained was 2.154 and t-table was 1.697. It could be concluded that it was effective to teach English vocabulary by using STT to the seventh grade students of Karya Ibu Junior High School of Palembang.

**Key words:** *teaching, vocabulary, STT*

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[4]*Dosen FKIP Universitas Tridinanti Palembang*

## INTRODUCTION

Learning English means learning the four language skills. For enhancing all aspects in foreign language, especially English skills the students need rich vocabulary. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, &Keser, (2009) as well as Linse (2005) state thatlearners' vocabulary development is an important aspect of their language development. Coady & Huckin (1997, p. 5) says that vocabulary is the central to language and of critical importance to language learning for the young learners.

Vocabulary supports all of the English skills. It should not be neglected by anyone who learns a language. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003) and Nation (2011) and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

Considering the importance of vocabulary competence, it is better to introduce new vocabulary earlier to the students. It makes them know and understand a lot of vocabularies. Therefore, it is not easy to teach English for the young learners, here are the junior high school students. Sometimes, a teacher has many problems to develop the students" vocabulary mastery. One of the problems that are faced is the characteristics of the students as young learners. There are many kinds of students' characteristic. First, young learners forget something quickly. They will forget some words that are learned easily if the teachers do not repeat the words many times. It is clear that repetition is needed. Second, young learners get bored easily. Here, the teachers have to find out the appropriate, technique, or and material of teaching vocabulary for their students.

After having an observation at the seventh grade students of Karya Ibu Junior High School, the

researcher found out that the students' vocabulary mastery is still low. It could be seen from some indicators that are shown by the students' acts as follows: firstly, the students are less interested in teaching learning process. It may be caused by the teacher's material which was not appropriate and attractive. The materials used in teaching learning process only from books and students worksheet. There are no materials from other sources like internet, magazine, etc. So, it makes the students less interested and do not be active in teaching learning process.

In teaching learning process, there were no interesting technique that used by the teacher. The teaching learning process uses teacher centre in delivering the lessons. Most of materials come from the teachers, so the students do not have full concentration on the lesson and doing something useless during the process of teaching learning. Secondly, the students get difficulties to remember and grasp the meaning of words when the teacher gives them some English words. Thirdly,

the students get difficulties in writing words or group of words correctly.

Considering some problems above, one of the alternatives way suggested is the use of Snowball Throwing Technique (STT) because previous research has proven the effectiveness of this technique in the Indonesian teaching context (Darusmin, Delfi & Masyhur, 2012; Sudewo, 2014).

Furthermore, According to Suprijono (2013, p.128), the STT, also called the snow ball drilling technique, is used to train students to be more responsive to receive messages from other students in the form of snowballs made of paper, and to convey messages to friends in their group. Whenever a student gets the paper ball from another student, he must say the word based on the end letter of the word mentioned before. Because of that, the researcher tries to enrich vocabulary mastery of the students using STT.

## METHODOLOGY

The method in this study is pre-experimental design method in the form of the one-group pretest-

posttest design used by the researcher. According to Fraenkel and Wallen (2012, p. 236), in one group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. The diagram of this design is as follows, see diagram 3:

Pre-test    Treatment  Post-test

01     →    X     →     02
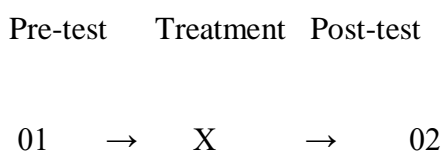
The steps taken were as follows:

1. Surveying the literature relating to the problems;

2. Identifying the research problems;

3. Formulating research hypotheses;

4. Determining the subject of the research;

5. Determining the technique for collecting the data;

6. Constructing the experiments plan;

7. Collecting the data;

8. In analyzing data;

9. Drawing conclusions;

10. Proposing suggestions and, reporting the results.

**RESULTS AND FINDINGS**

Findings

From this study, it was found that teaching English vocabulary by using STT could increase the students' vocabulary mastery. The students made progress in their vocabulary mastery after they were taught using snowball throwing. In other words, it was effective to teach vocabulary in the theme fruits and animals by using STT to the seventh grade students of Karya Ibu Junior High School of Palembang. It could be seen from the result of the post-test that was higher than the result of pre-test.

Next, it was also found that the total score of the students in the pre-test was 222.25 and the students' average score was 6.0. Whereas the total score in post-test was 289 and the students' average score was 7.81. The result of matched t-test was 2.154, this score was higher than t-table that was 1.697. More information about the finding was described below.

The Students' Scores in the Pre-test

The sample of this study was taken VII.5 that consisted of 37 students. The researcher gave the pre-test to the students. The test was given before the treatment by giving 40 questions to the students.

After the score had been calculated, the researcher found that the average of the students' scores in the pre-test was 6.0. The highest score 7.5 wasreached by one student and the lowest score was 4.25 reached by one student. The data distribution of the students' score in the pre-test can be seen in Table 1.

**TABLE 1**

**THE STUDENTS' SCORES IN THE PRE-TEST**

| Students | The Total Answers | | Score (X) |
|---|---|---|---|
| | True | False | |
| 1 | 25 | 15 | 6.25 |
| 2 | 21 | 19 | 5.25 |
| 3 | 30 | 10 | 7.5 |
| 4 | 29 | 11 | 7.25 |
| 5 | 24 | 16 | 6 |
| 6 | 22 | 18 | 5.5 |
| 7 | 17 | 23 | 4.25 |
| 8 | 23 | 17 | 5.75 |
| 9 | 20 | 20 | 5 |
| 10 | 25 | 15 | 6.25 |
| 11 | 24 | 16 | 6 |
| 12 | 24 | 16 | 6 |
| 13 | 27 | 13 | 6.75 |

| Students | The Total Answers | | Score (X) |
|---|---|---|---|
| | True | False | |
| 14 | 22 | 18 | 5.5 |
| 15 | 27 | 13 | 6.75 |
| 16 | 24 | 16 | 6 |
| 17 | 24 | 16 | 6 |
| 18 | 21 | 19 | 5.25 |
| 19 | 23 | 17 | 5.75 |
| 20 | 22 | 18 | 5.5 |
| 21 | 28 | 12 | 7 |
| 22 | 25 | 15 | 6.25 |
| 23 | 23 | 17 | 5.75 |
| 24 | 21 | 19 | 5.25 |
| Students | The Total Answers | | Score (X) |
| | True | False | |
| 25 | 27 | 13 | 6.75 |
| 26 | 24 | 16 | 6 |
| 27 | 26 | 14 | 6.5 |
| 28 | 21 | 19 | 5.25 |
| 29 | 27 | 13 | 6.75 |
| 30 | 23 | 17 | 5.75 |
| 31 | 24 | 16 | 6 |
| 32 | 26 | 14 | 6.5 |
| 33 | 24 | 16 | 6 |
| 34 | 23 | 17 | 5.75 |
| 35 | 22 | 18 | 5.5 |
| 36 | 26 | 14 | 6.5 |
| 37 | 25 | 15 | 6.25 |
| Total | | | $\Sigma x_2 = 222.25$ |

From the table above, the researcher got the total score of the students was 222.25. In order to get mean score of the pre-test, the researcher divided the total score of the students by the number of the students, and the result of this calculation was 6.0.

**CHART 1
THE STUDENTS' SCORES IN
THE PRE-TEST**
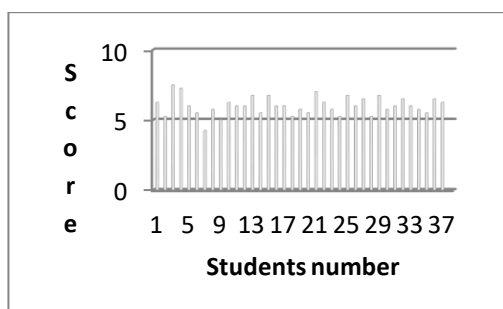


**The Students' Scores in the Post-test**

After taking the pre-test, the students were given a treatment in teaching learning activities that was by using STT in teaching vocabulary. After doing the treatment, the students were given the post-test. The post-test was given to know how far the students' progress in their vocabulary. Based on the analysis of the post-test, it was found that the highest score was 9.25 reached by one student. The lowest scores were 5.5 reached by one student. The average score of the students was 7.81.

The researcher got the total score of the students was 289. To get the mean score of post-test, the

researcher divided the total score of students by the number of students. The result of this calculation was 7.81. Table 2 below presents the results of the post-test.

**TABLE 2**

**THE STUDENTS' SCORES IN
THE POST-TEST**

| Students | The Total Answers | | Score (X) |
|---|---|---|---|
| | True | False | |
| 1 | 33 | 7 | 8.25 |
| 2 | 34 | 6 | 8.5 |
| 3 | 34 | 6 | 8.5 |
| 4 | 32 | 8 | 8 |
| 5 | 30 | 10 | 7.5 |
| 6 | 35 | 5 | 8.75 |
| 7 | 29 | 11 | 7.25 |
| 8 | 34 | 6 | 8.5 |
| 9 | 22 | 18 | 5.5 |
| 10 | 33 | 7 | 8.25 |
| 11 | 26 | 14 | 6.5 |
| 12 | 36 | 4 | 9 |
| 13 | 35 | 5 | 8.75 |
| 14 | 27 | 13 | 6.75 |
| 15 | 34 | 6 | 8.5 |
| 16 | 29 | 11 | 7.25 |
| 17 | 25 | 15 | 6.25 |
| Students | The Total Answers | | Score (X) |
| | True | False | |
| 18 | 23 | 17 | 5.75 |
| 19 | 31 | 9 | 7.75 |
| 20 | 28 | 12 | 7 |
| 21 | 34 | 6 | 8.5 |
| 22 | 35 | 5 | 8.75 |
| 23 | 32 | 8 | 8 |

| 24 | 32 | 8 | 8 |
|----|----|---|---|
| 25 | 34 | 6 | 8.5 |
| 26 | 35 | 5 | 8.75 |
| 27 | 35 | 5 | 8.75 |
| 28 | 30 | 10 | 7.5 |
| 29 | 37 | 3 | 9.25 |
| 30 | 24 | 16 | 6 |
| 31 | 34 | 6 | 8.5 |
| 32 | 33 | 7 | 8.25 |
| 33 | 26 | 14 | 6.5 |
| 34 | 32 | 8 | 8 |
| 35 | 33 | 7 | 8.25 |
| 36 | 30 | 10 | 7.5 |
| 37 | 31 | 9 | 7.75 |
| Total | | | $\Sigma x_2 = 289$ |

From the result above, their average score in the post-test was better than in the pre-test. In the post-test, the average score of the students was 7.81. This average score was higher than the average score that the students reached in the pre-test was 6.0, and the highest score in the post-test was 9.25 who was reached by one student. The lowest score in the post-test was 5.5 reached by one student.

**CHART 2**
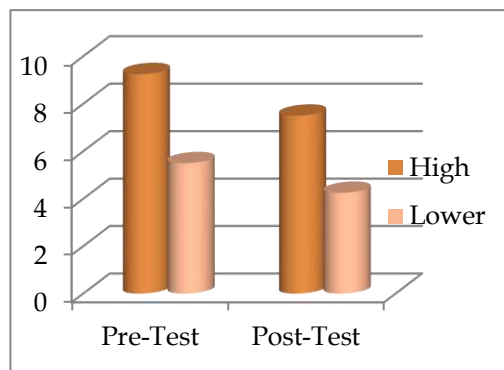**THE STUDENTS' SCORES IN THE POST-TEST**
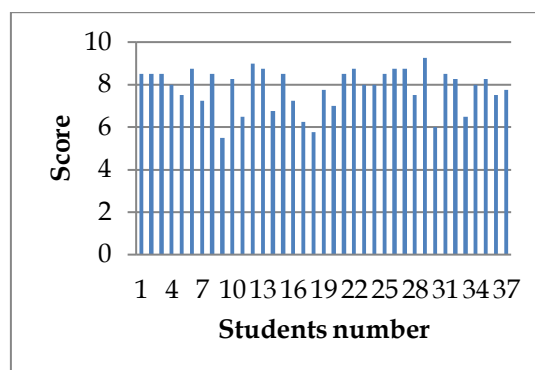


**The Result of Matched t-test calculation**

After gaining the result of the pre-test and post-test, the researcher started to calculate the matched t-test to find out whether or not using STT was effective to teach vocabulary. The researcher found that the average of the students' scores in the pre-test was 6.0. The highest score was 7.5 reached by one student and the lowest score was 4.25 reached by one student. While the average scores of the students in the post-test was7.81. The highest score was 9.25 reached by one student and the lowest score was 5.5 reached by one student. Then, the researcher put

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both of score into a table in order to draw the comparison of two tests.

From the table, the researcher could conclude that the students average scores in the post-test was 7.81 higher than the students' average scores in the pre-test was 6.0.

**CHART 3**
**GRAPH THE COMPARISON**
**BETWEEN PRE-TEST AND**
**POST-TEST**

After getting the result of the pre-test and post-test, the researcher started to analyze them by using the matched t-test, matched t-test was used to compare the mean score of the same group before and after treatment. The following was calculation of the matched t-test. The formula of t-test applied in this thesis was as follow.

$$t_{obt} = \frac{\overline{X}_1 - \overline{X}_2}{SD}$$

Before finding the result of gained 't', the researcher calculated the $\overline{SD}$ (Standard Error of differences Between Two Means) first, after that the result of $\overline{SD}$ and SD was applied with the matched t-test.

T-obtained (2.154) > t-table 1.697. Because t-obt (2.154) was greater than t-table (1.697) at significance level 95% with df=36 so null hypotheses (Ho) was rejected and alternative hypothesis (Ha) was accepted the significance level of 95%.

The significance level of 95%:
Df= n – 1
= 37 -1
= 36
t-obt > t-tab
2.154> 1.697

It means that t-obtained (2.154) was greater than the critical value (1.697). The result of this investigation indicated that t-obtain teach vocabulary by using STT to the seventh grade students of Karya Ibu

Junior High School of Palembang was significantly effective.

**Interpretation**

From the finding, the researcher found that teaching vocabulary by using snowball throwing technique (STT) was effective in increasing the students' vocabulary. It might happen, because the students were more interested in vocabulay. Since in teaching and learning process, the researcher apply the easy method and interesting material to learn. The researcher had calculated the students' score in the test. Based on calculation the researcher obtained that the students' average score in the pre-test, was 6.0 and the students' average score in the post-test was 7.81. From the result of the test, the average score of the students in post-test was higher than in the pre-test. The students' score in learning vocabulary by using snowball throwing increased. The study took class VII.5 with 37 students as sample students. It was satisfactory because the researcher found that many students were good in vocabulary.

Based on the findings, snowball throwing Technique (STT) as media was effective to increase the students' ability in vocabulary and make the students more interested in learning vocabulary. Vocabulary was important because it was also something crucial and indispensable for the students because the success of their study depends on the greater part of their knowledge to vocabulary. The school was expected to provide facility and supply the material to make some media that can be used in teaching learning process especially in learning English. For teaching, they supply equipment like LCD and Projector so the teacher could teach more easily, the students' interest and had motivation to learn. Based on the researcher's experience during her teaching vocabulary in the theme fruits and animals by using snowball throwing to the seventh grade students of Karya Ibu Junior High School of Palembang.

The researcher could assume, the treatment was needed in teaching vocabulary by using snowball throwing method. During the treatment, the researcher did the approach to the students. Since the researcher had taught the students by using STT in teaching vocabulary the students could be more active in teaching and learning process.

## CONCLUSION

Based on the result of the study, it could be concluded that teaching vocabulary by using snowball throwing technique (STT) for the seventh grade students of Karya Ibu Junior high School of Palembang was effective. It could be seen the score of the t-obtained was 2.145 and t-table was 1.697 with the degree of freedom (df) was 36 (37-1=36). The t-obtained was higher than the score of the t-table. It was in line with the conclusion of Susanty (2016:1) she concluded that the students who were taught by using the STT have a better performance than those who were not.

Before the researcher used the snowball throwing technique (STT), the mean of pre-test was only 6.0 and the highest score was 7.25 reached by one student. After the researcher used the snowball throwing the mean of the post test was 7.81 and the highest score is 9.25 which was reached by one student. This score was higher than critical value. It means that the teaching vocabulary in the theme fruits and animals by using snowball throwing technique (STT) to the seventh grade students of Karya Ibu Junior High School of Palembang was effective.

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