THE EFFECT OF SNOWBALL THROWING METHOD ON STUDENTS’ VOCABULARY MASTERY

Pengaruh Metode Pelemparan Bola Salju Terhadap penguasaan Kosakata Siswa

Nina Haida Hasanah¹, Ashari P.Swondo²
¹Department of English Education, Universitas Potensi Utama.
²Lecturer Department of English Education Universitas Potensi Utama
¹,²Universitas Potensi Utama, K.L. Yos Sudarso KM 6,5 No. 3A Tj. Mulia - Medan
Email: ninahaidhasanah@gmail.com¹, arieswondo770809@gmail.com²

Abstract: This study was aimed to find the empirical evidence of the effect of Snowball Throwing Method on students’ vocabulary mastery. The method that was used was a quantitative method. The design of this study was experimental study. This study was conducted in MTS AL-IMAM KLUMPANG. The number of the sample of the study was 40 students of seventh grade. The instrument of this study was tests. The tests were divided into two, there were pre-test and post-test. The data that were obtained from the tests were analysed by using SPSS 20 program. The result of the study showed that the mean score of post test in control class was 66.5 while the mean score of post-test in experimental was 80. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, then Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. In this study, the result of sig. 2 tailed was 0.000 and it proved that p <α. It showed that there was a significant effect of Snowball Throwing method on students’ vocabulary mastery.

Keywords: Vocabulary, Snowball Throwing Method

Abstract: Penelitian ini bertujuan untuk menemukan bukti empiris tentang pengaruh penggunaan Metode Snowball Throwing terhadap penguasaan kosakata siswa. Metode yang digunakan adalah metode kuantitatif. Desain dalam penelitian ini adalah eksperimental. Penelitian ini dilaksanakan di MTS AL-IMAM KLUMPANG. Jumlah sampel dari penelitian ini adalah 40 siswa kelas tujuh. Instrumen penelitian ini adalah tes. Tes dibagi menjadi dua, yakni pre-test dan post-test. Data yang diperoleh dari tes dianalisis dengan menggunakan program SPSS 20. Hasil analisa menunjukkan bahwa nilai rata-rata pada control class adalah 66.5 sedangkan nilai rata-rata dari experimental class adalah 80. Berdasarkan kriteria uji hipotesis bahwa jika sig. 2 tailed (p) lebih rendah dari alpha (α) 0.05, maka Ho (Null Hypothesis) ditolak dan Ha (Alternative Hypothesis) diterima. Dalam penelitian ini, hasil dari sig. 2 tailed adalah 0.000 dan hal ini membuktikan bahwa p <α. Ini itu menunjukan bahwa terdapat pengaruh positif dari Snowball Throwing terhadap penguasaan kosakata siswa.

Kata kunci: Kosakata, Metode Snowball Throwing

1. INTRODUCTION

The Study Background

English is an international language. It is used in many countries either as the first or the second language as the media of communication to help people communicate and interact.
with others in the world. Both in spoken and written communication. It can help people to
give and get information to each other, mastering this language on make our life easier to
face the modern world.

In English learning, there are four language skills that have to be mastered by
students. The four language skills are listening, speaking, reading and writing. Besides the
four language skills, there are four language components that are also need to be taught and
recognized by the students. They are structure, vocabulary, spelling, and pronunciation. One
of the important components of language is vocabulary. Vocabulary is the knowledge word
of meaning. Learning a language means learning the words of a language. In other words,
vocabulary is a basic component to communicate. We cannot express our idea if we do not
have many words.

Vocabulary

Vocabulary mastery is really important in learning English. Vocabulary much more
than grammar it. Is the key to students’ understanding what they hear and read in school,
and then communicating successfully with other people. Although their structure is low, if
they master on vocabulary, it will make them better on their English skills.

Vocabulary is one of the basic elements in mastering English. Vocabulary plays a
very important role in learning language. Vocabulary is breath of language because without
vocabulary proficiency, the students automatically cannot obtain the four skills of English,
such as listening, reading, writing and speaking.

Snowball Throwing Method

Learning with snowball throwing method is a method that gives freedom to students
to build or create knowledge by giving meaning to the knowledge they experience. The
principles of learning with snowball throwing are contained in the principle of a cooperative approach based on five principles, namely student active learning, cooperative learning, reactive teaching, and joyful learning.

In the snowball throwing method, the teacher tries to give students the opportunity to develop their skills and infer the content of the news or information they have obtained in real contexts and in complex situations.

2. RESEARCH METHODOLOGY

Research Design

The research was conducted in experimental design. There were two groups of students, namely the control and experimental groups. Experimental group was taught by using Snowball Throwing Method and control group was taught by using Conventional way. This research is intended to investigate the effect of using Snowball Throwing Method on students’ vocabulary mastery of the seventh grade at MTS Al-Imam Klumpang.

Population

Arikunto (2010:173) states, ‘‘Population is a set (or collection) of all elements processing one or more attributes of interest.’’ A group of population could be person and things as the objects. The population in this study was taken from seventh grade students of MTS Al-Imam Klumpang.

Sample
A sample is a group who represents the whole individuals in population (Arikunto, 2010:174). The sample of study were two classes. The student VII-A were the experimental class and VII-B were the Control class. Totally there were 40 students.

Treatment

In this research, the research gave different treatments. There were 4 meetings for each group and each of group consist of 20 students. The control group was taught in the conventional way, the researcher wrote vocabulary list on the whiteboard, they were asked to memorize vocabulary about verb. On the other hand, the experimental group was taught by using snowball throwing method. The method uses a ball that contains question. The researcher prepared a ball to be thrown with students and collect question made by students, and they take the ball that their friends throw and answer questions that made.

The experimental class was taught by using snowball throwing method vocabulary technique. This technique as a treatment to see the differences score between experimental class and control group. Steps in applying snowball throwing method:

1. The teacher prepares a ball.
2. The teacher conveys the main material to be learned, then gives the opportunity for students to read and study the material on the handle / package.
3. After finishing reading a book and studying it, the teacher invites students to close the book.
4. The teacher takes the ball and gives it to students, after that the teacher tells the students to take 1 piece of paper that is on the ball and the student who holds the ball must answer it. And so on until most students get a part to answer each question from the teacher.
5. The teacher gives a conclusion.
Research Instruments

In this research, the researcher applied two tests, namely pre-test and post-test. In this study the researcher used a multiple choice test. There were 20 items (the score is 5 for each item). To get the final score is $5 \times 20 = 100$. So if the students can answer all the questions correctly the score is 100.

Reliability and Validity of Instruments

Reliability

The find out which test are reliable and valid, the reliability of the test was analyzed using Kuder Richardson 20 formula which in stated by Sugiono, as presented below:

$$R_i = \frac{k}{(k-1)} \left\{ \frac{\sum p_i q_i}{s_i^2} \right\}$$

Where :

- $k$ : the number of item in the instrument
- $p_i$ : proportion of the number of subject who answered item 1
- $q_i$ : $1 - p_i$
- $s_i^2$ : The number of Varian

The value of reliability coefficient (Guilford, 1956) as the following:

- $0,80 - 1,00$ : the reliability is very good
- $0,60 - 0,80$ : the reliability is good
- $0,40 - 0,60$ : the reliability is significant
- $0,20 - 0,40$ : the reliability is low
- $4,00 - 0,20$ : the reliability is very low (Not Reliable)

Validity

Validity is the extent to which a concept is an accurately measure in a quantitative research. Moskal and leydens (2000) defined the validity as the degree to which the evidence supports that the interpretations of the data are correct and the manner in which
interpretations used are appropriate. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument.

In this research the researcher used use correlation point biserial. Correlation point biserial is correlation product moment person that applies to scores of items that are discrete dichotomies (0/1) with a total score on an interval test. The purpose of the discrete dichotomy here is that the difference in values 1 and 0 is real and not the continuum value in it.

To find out the test is valid, the validity of the test was analyzed by using Correlation Point Biserial formula. As presented below:

\[ r_{pbis} = \frac{\bar{X}_i - \bar{X}}{s_x} \sqrt{\frac{p}{1-p}} \]

Where:
- \( \bar{X}_i \): mean test score for the group of subject who answered correctly
- \( \bar{X} \): mean test score for all subject
- \( s_x \): standard deviation test scores all subject
- \( p \): proportion of subjects who answered correctly

**Technique of Data Collection**

The data collection is an important part in conducting a research to collect the data, this research will use pre-test and post-test will be given to experimental group and control group.

**Technique of Data Analysis**

After collecting all the data from the test, the data was calculated by using t-test. In analyzing the data, this following formula or t-test is.

\[ t = \frac{Ma-Mb}{\sqrt{\frac{da^2+db^2}{Na+Nb-2} \left( \frac{1}{Na} + \frac{1}{Nb} \right)}} \]
Where:

- \( t \) : Total score
- \( M_a \) : The mean of experimental group
- \( M_b \) : The mean of control group
- \( d_a \) : The standard deviation of experimental group
- \( d_b \) : The standard deviation of control group
- \( N_a \) : The total number sample of experimental group
- \( N_b \) : The total number sample of control group

3. RESEARCH FINDINGS AND DISCUSSION

Data

The control class in this study was students from Class VII-B MTS AL-IMAM KLUMPANG. This class consisted of 20 students. Students’ taught in a conventional way. And the data were collected from students’ pre-test and post-test scores. The following table shows the students’ scores for both tests, pre-test and post-test.

<table>
<thead>
<tr>
<th>No</th>
<th>Initial name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A.W</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>A.S</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>A.P</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>A.E.S</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>B.N.Z</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>C.A.L</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>D.P.S</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>F.R</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>F.A.T</td>
<td>70</td>
<td>65</td>
<td>-5</td>
</tr>
<tr>
<td>10</td>
<td>H.A</td>
<td>70</td>
<td>65</td>
<td>-5</td>
</tr>
<tr>
<td>11</td>
<td>L.S</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>M.A.F</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
</tbody>
</table>
The experimental class in this study was students from Class VII-A MTS AL-IMAM KLUMPANG. This class consisted of 20 students. Students’ who are taught by Snowball Throwing Method. The data were collected from students’ pre-test and post-test scores. The Pre-test scores were carried out before the authors used the Snowball Throwing Method and the Post-test scores were carried out after the authors used the Snowball Throwing Method. The data is presented in the following table.

### Table 2. The Score of Pre Test and Post Test for Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Initial name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A.M.K</td>
<td>85</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>D.S</td>
<td>80</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>E.P</td>
<td>80</td>
<td>95</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>H.S</td>
<td>80</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>H</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>I.Z</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>I.N</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>M.R.R</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>M.A.F</td>
<td>75</td>
<td>80</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>N.A</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>
4. CONCLUSION

From the data that has been obtained the Snowball Throwing Method affects students’ vocabulary mastery. The result showed that the Snowball Throwing method strategy had a positive effect on students' Vocabulary mastery. This can be seen from means score of pre-test for both classes, the mean score of pre-test for control class was 64 and for post test was 66.5. While the means score of pre-test for experimental class was 72.75 and for post test was 80. The data analysis, moreover, showed that \( \text{sig. 2-tailed (p)} < \alpha; 0.000 < 0.05 \). It means that null hypothesis (\( H_0 \)) was rejected and alternative hypothesis (\( H_a \)) was accepted. Therefore, the data showed that Snowball Throwing method had the positive effect on students’ Vocabulary mastery. In short, this study showed that the use of Snowball throwing method can affect of the students' Vocabulary mastery.
5. SUGGESTION

The result of the research showed that using the Snowball Throwing method of students’ Vocabulary mastery. There are three the following suggestion are offered.

1. English teachers should use the Snowball Throwing method in students vocabulary mastery.

2. Student should effect their vocabulary mastery with Snowball Throwing method.

3. The result of this research should be useful for researcher who apply Snowball Throwing method as the application of learning to develop students’ abilities in Vocabulary mastery or other subject.

REFERENCES


