CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is one of the International Languages. It is used by almost countries in the world to communicate one another. In some countries, English is used as the first language such in America, United Kingdom, Singapore, Australia, and so on, while some of these countries uses it as second language like Indonesia.To master it well, there are schools or institutes established both of State or private ones in Non-Native Speakers of English. But, English Language is studied and learned in all grades of those schools and institutes with four aspects of Language; Speaking, Listening, Writing, and Reading.

Beside the four English skills, the students should have well understanding of English component such as vocabulary to support their mastery of four language skills. As one of English Language components, vocabulary is very important to learn. Richard (2005:5) states that vocabulary is core component of listening, speaking, reading, and writing. The most important aspect in English is vocabulary. In learning English, we neither can not translate the story, novel, or understand about what people say, and many others if we do not understand vocabulary. Sometimes, the teachers do not pay attention about vocabularing down any attention on their mastery of vocabulary. In learning English, students must have a lot of vocabulary, but many students are not happy to learn because learning is boring and monotonous. There are many ways to make the learning

atmosphere more exciting, and is liked by students, here is Snowball mapping technique.

Vocabulary is stock word and one thing important which make up a language. As we have know that in the English curriculum junior high school have to master vocabulary at least 1500 words and to develop pupils vocabulary. The teacher must have teaching technique so they can receive English easily, however the students must develop vocabulary themselves too. Actually, vocabulary is the foundation to learn English and vocabulary is one of the component of language, their is no language without vocabulary. According to Morable (2010) state that " There are two kinds of vocabulary that we have, active vocabulary and passive vocabulary. Vocabulary is called active vocabulary when the students use it to speak or write. While, vocabulary is called passive when the students just use it passively, such for reading book, magazine and so on, or just listening television or radio.

In learning English, students must have a lot of vocabulary, but many students are not happy to learn because learning is boring and monotonous. There are many ways to make the learning atmosphere more exciting, and is liked by students, here is Snowball mapping technique. For this method, small groups of 4 to 6 members should be formed. In practice, the group works best if it can be in a circle. The circle makes it easier for more natural interaction. The instructor assigns a theme to the group. Then, each member of the group gets a paper, and they write down their first thoughts about the assigned theme. The thoughts should be expressed in a few words but they should still clear enough so that others can understand what the person means when they read them. When

everyone has written their thoughts on the topic, each student passes their paper to the student on the right. They then read the paper and in turn, write down their thoughts and comments. Their comments can fill in information, challenge and/or question things that were written by the previous student. The idea is to continue developing the ideas. When everyone has written their comments, the paper is again moved to the next person on the right. This is continued until everyone gets back their original paper. The instructor can also stop the exercise before the paper has gone full circle if the groups are different sizes for example or if they feel that the goal has been reached.

The method can be used to start discussions, develop new ideas and to map out students' current understanding of a topic. It can also be used to assess and test plans as well as a group warm up or development exercise. The snowball method is not time not place dependent, which means that it can be carried out over a longer period of time. People can go and read other people's work when it best suits their schedules. It can be used in online learning situations as well. Group size is not a problem either; this can be used with large groups as well, for example in a lecture. In this situation, groups of 4-6 can be formed from people sitting close to each other. From the explanation above, the writer is interest in making a research with entail the Enriching Students' Vocabulary Mastery with Snowball Mapping Technique.

1.2 The Problem of the Study

In accordance with reason presented above, the problem of the study is formulated as the following: Does the Snowball Mapping Technique enrich students'vocabulary at SMP Swasta HKBP Ambarita ?

1.3 The Objective of the Study

Based on the problem of the study, the objective is: To know whether Snowball Mapping Technique can enrich students' vocabulary at SMP Swasta HKBP Ambarita or not

1.4 The Scope of the Study

This research focuses on noun vocabulary students and how to improve vocabulary students and make a new situation in the class. And in addition, in reaching the language target, the teacher should use appropriate method. Because in teaching learning process, the method used is very essential to reach the goal of education. Snowball mapping technique is that on of method to teach, learn and enriching students' vocabulary.

1.5 The Significances of the Study

1. Theorical

   1). The result of the study is expected can be useful to be enriching students vocabulary with snowball mapping technique.

   2). The writer is   expected able to enriching students vocabulary with snowball mapping technique.

2. Partically

   1) For English Teacher

   Help the teacher to create a new atmosphere that is not monotonous and boring and the teacher can more easily enrich students' vocabulary.

   2) For the Students

   Help students enrich vocabulary and hope to like this strategy and enthusiasm for enriching vocabulary

3) For the Research

The positive result of this research can support the researcher to enrich the method of vocabulary mastery and make a snowball. The researcher knows deeply about teaching vocabulary using make a snowball. For other research, the result of the study can be used as reference for the other researcher who want to conduct a research about teaching vocabulary.

CHAPTER II

LITERATURE REVIEW

2.1 The Theoritical Framework

Theories are required to resolve concept of terms applied in this research concern. On this chapter the writer explains about the related material. The writer presents the discussion method in this study in other to strengthen this study.

2.2 Language

Language is always used to communicate and interact in getting what someone needs from others, and although human has many cultures and races in this world but this case will not change anything because each human has way to communicate. Hence in this case, language is very important in life and language will not be free from human. Wehmeier (in Firnawaty, 2007: 1) explains that language is all the words that a person knows or uses or all the words in a particular language, the word that people use when the one talking about a particular subject. Then in communicating, certainly people will use language to interact with other. Sometimes people need to interpret formal meaning what is said or written by sender of message intends to achieve with it, and to tries to understand its function. This function constitutes a way to know or understand the meaning of people's language used. People hope in order to interpret other people's language and expect other people to interpret their own in this way all time. Every language what we utterance has different function and meaning, and it depends on context and situation. All countries in this world have set the language as one of the compulsory subject studied at school. One of language is English which has been taught by almost all of levels of education terms start from

primary school up to university. English has many skills such as reading, speaking, listening and writing. Beside the four English skills, the students should have well understanding of English component such as vocabulary to support their mastery of four language skill.

2.3 Language teaching.

The term teaching can be defined generally as a process of knowledge transferring from one to another. Teaching is defined as showing of helping someone to learn how to do something, providing with knowledge, causing to know or understand (brown, 2000). In the case of English, the English language teaching has been running for a long time, started at the end of middle ages up to present day. Different time and place are the main factors that cause English plays a difference role all around the world. Indeed, people who live in a particular time and place use English for particular need which may be different with those people who live in the other time and place use English for particular need which may be different with those people who live in the other time and place. Based on this condition karcu(1992) formulates the three-circle model of world Englishes. The three circles of English consist of the "three-circle" the "outher circle". And the "expanding circle" countries. The inner circle refers to the "traditional based" of English : the UK, USE, Ireland, Canada, Australia, and New Zealand. The outer circle which is also know as extended circle. It refers to those non-native countries where English has become an important institution of the countries and plays the role as an important second languge. It includes Singapore, Malaysia, India, and over fifty other territories. The expending or extending circle refers to those countries where English plays the role as an international language and have

not given English any special official status. English is taught as a foreign language in these particular countries. It includes Indonesia. China, Japan, Greece, and Poland.

There are four skills which should be developed by the student learn English from primary level up to high school level, they are listening, speaking, reading, and writing. Those basic skills then can be classified into two main skill receptive skill which covers listening and reading and productive skill which covers speaking and writing. Each of theme will be developed based on the syllabus in every level of education. Through English, the students are intended to develop four skill so they can communicate in English for a certain literacy level. The literacy level includes preformative, fuctional, informational and epistemic. In the pormative level, the students are expected to able to read, speak, listen, written.

2.4. Vocabulary

a. The Definition of Vocabulary

As Hornby (1986: 1331) stated that vocabulary is: the first The total number of words that make up a language, the second Body words known to person or used in a particular book, subject, and the third List of words with their meanings, especially one, which accompanies a textbook, foreign language. Brown (1994:366) stated that "who with words and vocabulary function to words of language, which are learned through by that they become a part of the child's understanding, reading, and writing. Second, vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others." Vocabulary is all the words used by a particular person, or all the

words that exist in a particular language or subject Cambridge (2008:407). Vocabulary is core component of language proficiency and it provides much of the basis for how well learners speak, listen, read, and write. Heriyawati (2010:153) stated that "Vocabulary is stock of words in language that can support the learners to learn the skill of the language."

Good (1973:624) defined vocabulary as content and function words of language which are learned so thoroughly that become part of child's understanding, speaking, and later reading and writing vocabulary. Also, it means that words having been heard or seen, eventhough it is not produced by individual to communicate with others.

b. The Principles of Teaching and Learning Vocabulary

Wallace (1989:182) indicated that there are various main principles of teaching vocabulary as follow:

1. Aims

   It is about in teaching vocabulary; it has to be known about the aims how many of vocabulary listed that learner to be able to know.

2. Quantity

   It is decided on the number of new words that the students can learn clearly. The actual number will depend on the number of factor varying from class to the class and learner. If there are too many words to be taught, the student may become confused discourage and frustrated.

3. Need

   In the case, the teacher in choosing the vocabulary that is going to be taught will relate to the aims of the students course and objective of lesson. In

other words, the students are put the situation where they have to communicate the words they need.

4. Frequent

It is about exposure and re petition: In teaching and learning vocabulary, there has to be certain amount of repetition until there is evidence that the student's learn to target words.

5. Meaningful presentation

In presenting vocabulary lesson, the student must be has a clear, specific, and ambiguous understanding of what word denote and refer to. This requires that the words be presented in such a way that their denotation and references are perfectly clear.

6. Situation presentation

The words are presented appropriate to the student's situation. The teachers must know the student's situation or the atmosphere of the class. In order, they know the students of readiness to accept material.

7. Presenting in concept

It is important for the students to know the useful collection that a word occurs in. From the beginning, the word must be appear in its natural environment as it where, among the word must it normally collocates with.

8. Learning vocabulary in the mother tongue and in the target language.

Five steps to learn vocabulary:

a. There is a felt need from the learner to know the target language.

b. The learner is exposed to an enormous quantity of his own language.

c. The learners control his rate of learning.

d. The target language

It is nearly always encountered in appropriate situation and context.

e. Since the words are learned as they arise out of a felt need in a particular situation they have a clear denotation.

9. Inference (guessing) procedures in learning vocabulary

Guessing is one way of learning vocabulary. Students guess the words' meaning by hearing and sometimes read them in a certain context, then use them in certain situation. It leads the students to think the meaning of the new words that were being taught.

c. The techniques of Teaching Vocabulary

Teaching and learning vocabulary is not simple way. The teacher's ability to recognize the students' competence and characteristic is needed teaching vocabulary to children is not the same boys and girls, so the material thought to the students should be suitable to their level and ages. Allen (1983:337) classified the technique of teaching vocabulary based on the students' level.

1. The beginner class

The teacher present the meaning of vocabulary throught picture, realia, object ,explanation,and definition. In simple english by using the words that the students have already known.

2. Intermediated class

To show the meaning of the words, the teacher can explain them by using simple sentence in english. Pictures can also be used in several helpful ways.

3. Advance class

There two major aims in advance level. First, prepare for the students the kind of English is used by native speaker. Secondly, to help students become independent on their our learning. Therefore, in explaining in unfamiliar words,the teacher does not merely simplify the sentence they use but they are sometimes required to use the more shopisticated sentence constriction as ussually used by the native speaker english later. The students develop their vocabulary by using various ways based on the reference.

Harmer (1991:161-162) presented some techniques in teaching vocabullary.

1. Realia

Realia refers to presenting the words by bringing the thing that we want to represents into classroom.

2. Pictures

Using pictures are also a good way to teach vocabulary. Picture for vocabulary teaching may come from many sources. It can be drawn on the board or can be taken from another source such as magazine.

3. Mime action and gesture

These are often using in conveying meaning. These technique are usually used for presenting the verbs, such as swim and run.

4. Contrast

Contrast technique refers to the presentation of opposites or antonym or words that are going be taught.

5. Enumeration

This technique referse to listing the general and the specifict words that relate to the words represented.

6. Explanation

This technique is applied by explaining the meaning of the words.

7. Translation

It is an easy way to present the meaning of the words. But it is not always easy to translate the meaning of the words. Such a techniique is not to effective.

8. Song

Song is one of the most enchanting and culturraly rich resources. It can be easily used in language classroom. It can be used to teach a variety of language items, include vocabulary.

d. What the Students Need to Know About Vocabulary

Harmer (1991:156-157) explained four aspects of words that need to be known by the students in learning vocabulary. They are word meaninng, word use, word information, and word grammar.

1. Word Meaning

The first thing to realize in learning vocabulary is that some words frequently have more than one meaning. According to advanced learner's dictionary, the word book, for instance, obviously refers to something we use to read from, or it can be defined as a set of printed pages pasted together inside a cover, as a thing to be read, as clearly found in such a context as Ali bought book yesterday. Within this example of context, the word book serves as a noun.

Another or the same dictionary perhaps goes on to list several more meanings of book which serve as verbs, as found in such a context as every passenger of the train should book their ticket two days before the time for leaving. So the writer will have to say that the word book sometimes means the kind of thing you read from, but it can also mean a number of things. When the writer tries to decipher a word, the writer will have to look at the context in which it occurs. The meaning of book in such a context as I booked my ticket three days ago is different from that of the police booked him for speeding. In the first context, book means gave on order for a ticket while in the second context; it means wrote down in the police notebook. In other words, need to know the importance of meaning of context.

In addition, words sometimes have meanings in relation to other words. Words have opposites (antonyms) and they also have other words with similar meanings (synonyms). As the antonymous relationship, the writer understand the meaning of good in the context of bad, and in the synonymous relationship, the writer understand the meaning of bad, in the context of evil. The writer has to realize, however, that words seldom have absolute synonyms or antonyms, on particular occasions. As far as meaning goes, students need to know about meaning in context.

2. Word Use

The meaning of a word can be change, stretched, or limited by how it is used, and this is something that students need to know about. In relation to this (word use), Harmer (1991:157) states that students need to recognize such thing as idiomatic use, metaphorical use, word collocation, and stylistic and topical

context.

a. Idiomatic Use

Word meaning is frequently stretched through the use of idiom (idiomatic expression). Such a word as snake, which obviusly refers to kinds of long legates, crawling reptile, can be put into such a fixed phrase as snake in the grass to refer to a treacherous person, as in He is really snake in the grass. The term snake in the grass has become in idiom like raining cats and dogs (very heavy rain), etc.

b. Metaphorical Use

Metaphor is the use of the word to indicate something which is different from it is literal meaning. Metaphor is one way of stretching the meaning of the word which is known as the metaphorical language use, which also needs to be known by students. For example, the word hisses which describe the people talk as in don't move or you are dead, he hissed.

c. Word Collocaton

Word meaning is also governed by collocation, that is, which words go with each other. Such a word as sprain, can go with uncle (sprained uncle) or wrist (sprained wrist) but cannot go with tigh or rib. So it is wrong to say sprained thigh or sprained rib. Likewise, the word ache can go with head (headache) or ear (earache), but the wrriter cannot say throatache or legache. Thus, the word sprain can collocate with either ankle or wrist,but cannot collocate with either thigh or rib, and similarly, the word ache can collocate with head and ear, but cannot collocate with leg or throat. In conclusion, one particular word can collocate with certain words, but not with other words, and this needs to be known by students.

3. Word Formation

Word can change their shape and their grammatical value. A noun, for instance, can change to an adjective (beauty to beatiful), or to a verb (beauty to beautify), and on the contrary, a verb can change to a noun (approve to approval), etc. Such words as beautiful beautify, and approval are formed with their based. words (beauty and approve) plus the suffixes: -full, -fy, and –al, added to them. These suffixes, however, to serve their functions, are not always true to be applied to every base word the writer wants. Some nouns take –full to derive adjectives (beautiful, powerful, careful, etc), but others take different suffixes (danger-dangerous, child-childish, wealth-wealthy, person-personal, etc).

Likewise, some nouns take –fly to derive verbs (code-codify, note-notify, mode-modify, etc) but others take different suffixes (computer-computerize, breath-breathe, length-lengthen, etc). Similarly, some verbs take –al to derive nouns (approve-approval, arrive-arrival, refuse-refusal, etc) but others take different suffixes (break-breakage, annoy-annoyance, serve-servant, admire-admiration, examine-examince, advise-adviser, beg-beggar, agree-agreement, depart-departure, deliver-delivery, read-reading, etc). The writers then have to say that words can change their forms by utilizing suffixes. Further, the same suffix is added to different word classes to derive words of other different classes; different suffixes are added to different words of the same class to derive other words of the same class. Which suffix can or cannot be added to particular words to derive other words needs to be known by students.

Word can also change their forms by taking prefixes: im-, in-, il-, dis-, etc. To derive negative words, such prefixes as im-, in-, il-, and dis- can be applied.

Similarly to the case of suffixes, however, which words take im- or in- or dis- is really a problem and this also needs to be known by students.

4. Word Grammar

There are many areas of grammatical behavior that students need to know about. Pertaining to nouns, for instace, students need to know the distinction between countable and uncountable nouns. The former can be both singular and plural (book/books) while the latter can only be singular (furniture). We can say one chair or two chairs, but we cannot say one furniture or two furniture. This difference has certain grammatical implications. The word chair can collocate with plural verbs. There also nouns which are neither countable nor uncountable. This kind of nouns has a fixed form and collocates with singular verbs only or plural verbs only.

Verbs also trigger certain grammar. The verb tell, for example, is followed by an object + to + infinitive (I told you to do that) and so is the verbs ask, but the verbs say does not work the same way. It is incorrect to say he says me to come. In addition, knowing modal verbs such as can, must, etc. Means knowing that these verbs are followed by a bare infinive without to. Without having this kind of knowledge, students will erroneosly produce such an expression as I must to go or He can to run quickly, etc.

2.4.1 Kinds of Vocabulary

There are two kinds of vocabulary, they are **active** or **productive** vocabulary and **passive** or **receptive** vocabulary. The two kinds of vocabulary are used when we speak or write, while passive or receptive vocabulary is used when we hear or read something in context. Based on the explanation that has been

described, the writer concludes that vocabulary is the most important aspect in English teaching learning process are done, the students are able to used them in a various situation in their life.

The English vocabulary can be divided into five groups, in traditional grammar, these function are classified into part of speech; noun, adjective, verbs, adverbs and pronoun (Ellsworth & Higgins, 2000). This study focuses on **Noun;** A word used as the designation or appellation of a creature or thing, existing in factor in thought; a substantive. Noun is a word that names a person, place or thing. Nouns come in the varieties: concrete noun, plural noun, countable noun and uncountable.
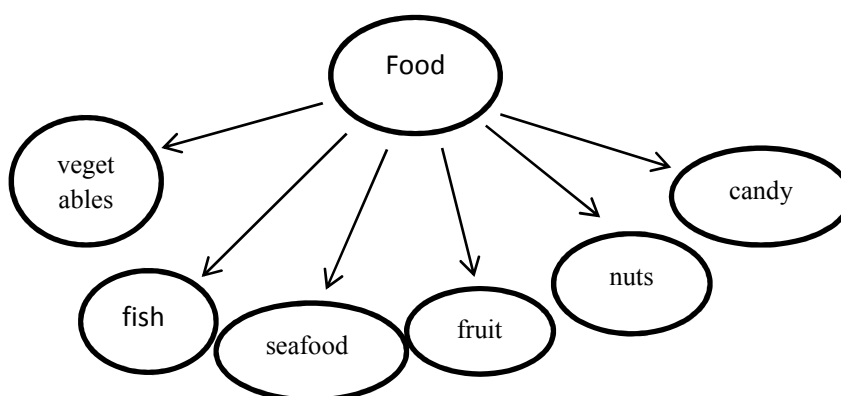
Example of noun vocabulary

2.4.2. The Importance of Teaching Vocabulary

Teaching vocabulary is a very challenging and interesting task for teacher.The teacher should be able to select the most appropriate way and tool to ensure the improvement of the students' vocabulary ability. Vocabulary is very important in learning language. Therefore, vocabulary plays the most important role in learning English. Without basic vocabulary, there is very little we can do. There would not be possible if someone communicate with another people and have some diversity in sounds, pronunciation or in structure because we can

accept what the vocabulary that we used. In learning foreign language, it is necessary to master the vocabulary is crucial in language learning since the ability to communicate is primary supported by master of that language.

By mastering a large number of vocabulary items, students will be able to understand the message of the text well. It is real that the mastery of vocabulary is needed for the learner specially to be able to communicate easily and fluently in the target language. However, if we want to be able to communicate with the other, specially, with native speaker, we have to master of vocabulary mostly and also other skills of language. The importance of vocabulary is daily demonstrated in school and out, in the classroom Graves, (2009:45). The achieving students prossess the most adequate vocabularies. Because of the verbal nature of most classroom activities, knowledge of word and ability to use language are essential to succeed in these activities. Learning vocabulary indeed need special strategy in order to remember the words that have been well studied in order not passed quickly.

2.4.3 Technique of Teaching Vocabulary

Vocabulary is the first and foremost important step in language acquisition. However, the students do not find themselves comfortable with the foreign language in the classroom. They think that English is a hard subject to study because they still lack of vocabulary which causes the result of their achievement of vocabulary knowledge decreasing or reducing. The lack of vocabulary mastery has become one of the common learning problems which were usually encountered by both teacher and student. The students were demanded to memorize the number of words, but they failed. They just wrote the

new vocabulary and found is meaning Indonesia. One factor cause this problem during the teaching learning process that the students are not interested ;in the technique and the activities.

Many teachers have tried various teaching techniques to help students enrich their vocabulary in order to make students understand and enrich their vocabulary easily. In this case, the research tried to prove a technique that was suitable to the students' level which can make the students' can make enjoy, active, feel easy, understand and remember the lesson. It will enhance the students' motivation and interest in learning. The teacher can apply this strategy as an alternative way to improve the students' vocabulary.

2.5 Snowball-Mapping Technique

Snowball-Mapping Technique is the result of combination between Snowball Throwing and Word Mapping technique. Both of them are the active learning method and also categorized as cooperative learning that students needed. According to Morable (2010:5) active learning is defined as student centre, high involvement, practical learning strategies that can be used to help strengthen any learning environment. Either Snowball Throwing or Mind Mapping Technique is one of techniques from the cooperative learning method. On this similarity, the researcher takes the initiative to combine between Snowball Throwing and Mind Mapping Technique in teaching vocabulary. The researcher believes that a combination of both of techniques will enhance the students' motivation and interest in learning. The teacher can apply this strategy as an alternative way to improve the students' vocabulary. For better knowing, these folowing points will explain more about the techniques, either snowball throwing or mind mapping

technique.

a. The Definition of Snowball Throwing Method

According to Suprijono (2009:2), Snowball Throwing is a way of presenting the material in a lesson, where students formed heterogeneous groups and then each group is chosen chairman of the 11 group to get the task from the teacher, and each student makes question that is formed like a ball (question paper) and then be thrown into another students, each students to answer question of balls obtained.

Snowball throwing learning method is a method of learning that begins with the formation of a group that represented the chairman of the group to get the task from the teacher then each student makes a question, which is formed like a ball (question paper) and then be thrown to the another student to answer question of the ball obtained (Kisworo in Nurjannah, 2014:168). Snowball throwing method is a method of learning that can stimulate students to ask questions. Through this method the teacher can know the mindset and can train their students to participate in learning activities (Yamin in Nurjannah, 2014:174). From the description above, it can be concluded that Snowball

Throwing learning is a learning method that divides students into groups, which will each member of the group makes a question on a piece of paper and shape it into a ball. Then, the ball is thrown to another student for the duration of time determined, and each student will answer the questions of obtaining the ball.

b. The Concept of Mind Mapping Technique

The best mind mapping is colorful and used much pictures and symbols, usually like an art. Buzan (1993:59) states that mind mapping is a powerful

graphic technique, which provides a universal key to unlock the potential of brain. Mind mapping technique imitates the thinking process, namely possible us to move from one topic to another topics back and forth. Recording the information through symbols, pictures, emotional meaning and colors, exactly the same like our brains process it. A pattern which at least consists of picture, symbol and color that will not just help the students to understand the vocabulary knowledge but also makes the students feel good, enjoyable and attract their brain which at last lead them to have interest in mastery vocabulary knowledge.

c. Improving Vocabulary Mastery through Mind Mapping

In improving vocabulary to junior high school students, the English teachers are expected to be active, creative and innovative in using and experimenting the uses of different strategies, methods, and techniques. Different kinds of technique can be used to teach vocabulary to junior high school because mind mapping technique involves the students in role plays. Mind mapping are considered as the effective way in teaching vocabulary. Mind mapping help and encourage many learners to sustain their interest and work. Mind mapping are highly motivating since they are amusing and at the same time tested. Mind mapping also teach creativity skill such as imagining and collecting more references and ideas. The main focus of using mind mapping in class is to help students learn and have fun.

The teacher should master the mind mapping technique well in order to keep the teaching learning process doing well. They also need to manage the students in doing the technique and keep the class on the way. Mind mapping technique could help the students to improve their vocabulary. The purpose of this

mind mapping technique is to know whether the students have a large number of vocabularies or not. This technique can be modified with some activities. The teacher can also ask them to find the meaning of every word that they have been written and listen. The last one is asking the students to remember the words and the meaning so that they can repeat it in front of the class.

The advantages of mind mapping technique can be seen as follows: first, through mind mapping technique, the students can find a new word as soon as possible; second, the students can memorize the words more easily (Bligh in Gede Wisnawa, 2013:5). Mind mapping can be an effective technique in teaching vocabulary. The students will be able to memorize more words. It will give a good condition in a class. The teacher will know the knowledge of every student in finding a new word.

2.6. Previous Research

The researcher takes review of related researcher from other thesis as principle or comparative in this research. The first, previous research was done by Lyla Nurjannah (2014), a student of State Institute for Islamic Studies (STAIN) Salatiga in The Academic Year 2014, Entitled "The Use of Snowball Throwing Method to Increase Students' Speaking Skill (A Classroom Action Research of the Tenth Years Students of MAN Salatiga in the Academic Year of 2013/2014). She found that the use of Snowball throwing method could increase student's speaking skill. The alternative hypothesis was accepted because the t-test was higher than t-table. In addition, the experiment group gave a significant contribution to the student's speaking ability.

This research is different with the previous research because the researcher will cover in improving students' vocabulary by combining two techniques namely Snowball Throwing and Mind Mapping. The difference is showed at the procedures that will be applied. The students must be active because this technique is one of active learning strategy and belonging to cooperative learning. There were also a number of studies on vocabulary learning via collaborative interaction. One of these studies was Huong in Zarei (2013:186);Newton J (2001:30). Huong investigated learning vocabulary in collaborative groups at a university. The results showed that learning vocabulary was affected by group work. Investigated vocabulary learning through communication tasks. One of theoptions was cooperative learning in pre-t ask. Students looked for meaning of the words in dictionary corporately. The finding showed that cooperative learning helped to improve vocabulary learning process in pre-task.

2.7. Conceptual Framework

Vocabulary is one of the component in language learning that must be mastered. Without vocabulary mastery, English as foreign language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency. The theories explained previously and the background of the research, a conceptual framework is constructed on the description of difficulties to understand English vocabulary mastery. There are two kinds of vocabulary that we have, active vocabulary and passive vocabulary. This study focuses on Noun Vocabulary

In learning English have many technique and method to learn English vocabulary, Snowball Mapping Technique. The researcher used Morable (2010:5) the Snowball Mapping Technique to enrich vocabulary students'.
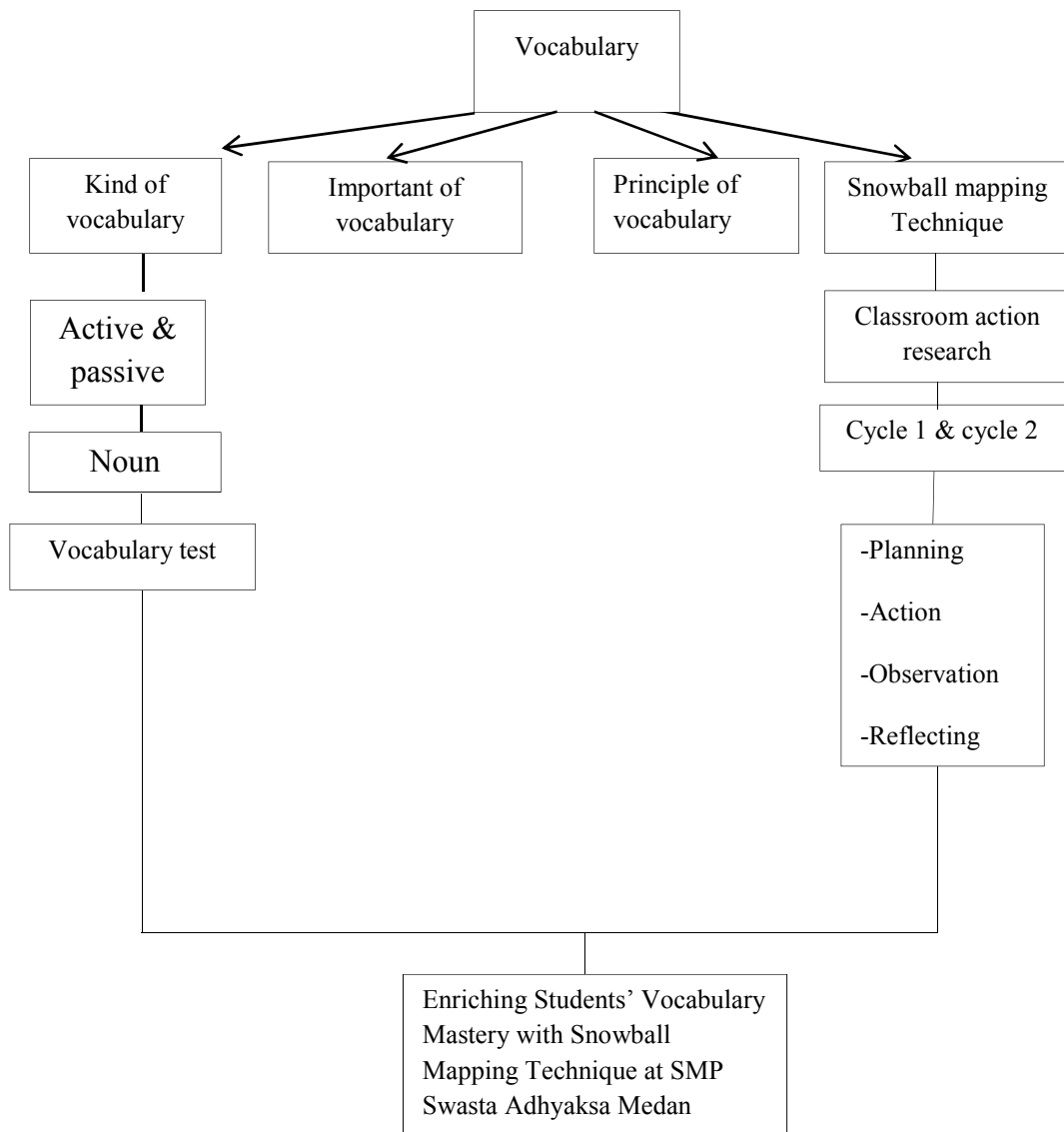
```
                          ┌──────────────────┐
                          │    Vocabulary    │
                          └──────────────────┘

┌─────────────┐   ┌─────────────┐   ┌─────────────┐   ┌──────────────────┐
│  Kind of    │   │ Important of│   │ Principle of│   │ Snowball mapping │
│ vocabulary  │   │ vocabulary  │   │ vocabulary  │   │    Technique     │
└─────────────┘   └─────────────┘   └─────────────┘   └──────────────────┘

┌─────────────┐                                       ┌──────────────────┐
│  Active &   │                                       │ Classroom action │
│  passive    │                                       │    research      │
└─────────────┘                                       └──────────────────┘

┌─────────────┐                                       ┌──────────────────┐
│    Noun     │                                       │ Cycle 1 & cycle 2│
└─────────────┘                                       └──────────────────┘

┌─────────────┐                                       ┌──────────────────┐
│Vocabulary test│                                     │ -Planning        │
└─────────────┘                                       │ -Action          │
                                                      │ -Observation     │
                                                      │ -Reflecting      │
                                                      └──────────────────┘

              ┌────────────────────────────────────┐
              │ Enriching Students' Vocabulary      │
              │ Mastery with Snowball               │
              │ Mapping Technique at SMP            │
              │ Swasta Adhyaksa Medan               │
              └────────────────────────────────────┘
```

Figure 2.5. Enriching Students' Vocabulary Through Snowball Mapping Technique

CHAPTER III

RESEARCH METHODOLOGY

3.1 . Research Design

Classroom Action Research (CAR) is a system inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1) CAR has two cycles and each cycles have four stages: Planning, Action, Observation, Reflecting. It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching. Furthermore, Corey (1993:1) defines action research as the process through which practitioner study their own practice to solve their personal practical problem. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classroom.

The writer used classroom action research because it was an approach of Enriching Students' Vocabulary by Snowball Mapping Technique and encouraging teacher to be aware of their vocabulary practice.

3.2. Population and Sample

3.2.1. Population

According to Arikunto (2013:173), population was all subjects in the research. The population of the research were the eight grade of SMP Swasta HKBP Ambarita. The population were consist of three classes and each class consist of 20 students so the population will be 60 students.

3.2.2. Sample

According to Arikunto (2013:174), sample was most of representative of who are researcherd. The method of taking sample in this research was porposive sampling technique. The subject of this study were the eight grade students of SMP Swasta HKBP Ambarita.

3.3. The Instrument of Collecting Data

The research instrument in this research were noun vocabulary test. Abstract noun was a noun that cannot be observed with the five senses (love, romance). In concrete nouns can be observed with the five senses (book, flour). For example, question abstract noun and concrete noun. "have you ever heard the history of vaccines?" a. abstract noun b. concrete noun, chose the right answer. It consisted of three kinds : multiple choices, and fill in the blank .Multiple choice consisted of 10, and fill in the blank were 10 items of question. The test conducted to assess the students' vocabulary in pre-test and post- test. Pre-test will be given to find out the students' prior knowledge of English vocabulary. While, the post- test gave to find out development of the students' vocabulary after treatment conducted And in this test focused on vocabulary of noun.

3.4. The Procedure of Collecting Data

In this classroom action research, the cycles were depend on the indicators, whether the indicators have already been achieved or not. They can be achieved in one cycle or more. The first cycle gave based on the problem of students' vocabulary mastery. Teaching vocabulary through Snowball Mapping Technique and the teacher analyzed and discuss the result both noun vocabulary test and observation. Each cycle were consist of: planning, implementing, observing, reflecting.

28
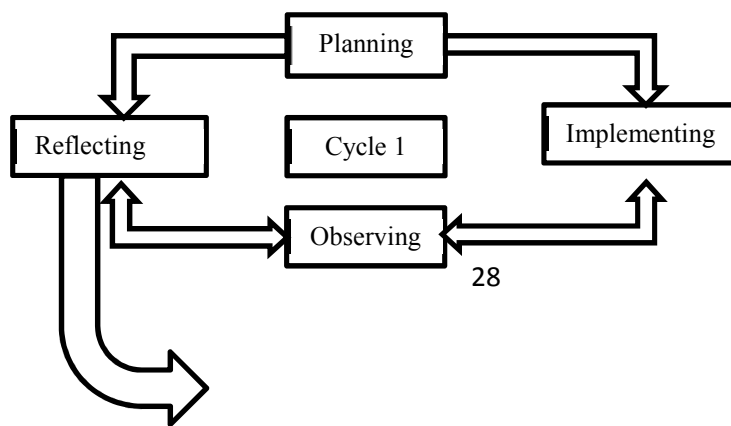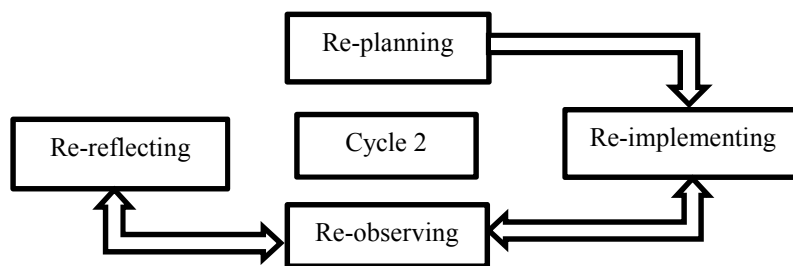
The cycle of Classroom Action Research (Arikunto,2006:16)

Firstly, in planning step the teacher arranged learning tools and instruments used in the research. Secondly, in implementing learning steps: stimulation, identification of problem, data processing, verification, and generalization. The third step were observation that conducted during the action implementation. The fourth step reflected in which the researcher and collaborating teacher discuss learning evaluation that conducted in cycle.

3.5. Scoring of The Test

For scoring the test, the writer will calculate the score of the students, after finishing these steps above the writer will use the way to score the test.

$$s = \frac{R}{N} x100$$

Where:

S = score number of the test

R = number of the correct answer

N = number of the question

3.5 Table The Classification of score answer

NO	Classification	Score
1	96-100	Excellent
2	86-95	Very Good

3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

3.6 Validity and Reliability of the Test

To validate the instrument of the study, the writer will make validity and reliability of the test. There are two factors should be fulfilled by the test before it can be used to drive valid data in research.

3.6.1 Validity of the test

Validity is a measurement which shows the levels of the instruments Validity (Arikunto, 2004:211). It means that the test which is valid the appropriate information that is needed by the tester. There are four types validity: content validity, construct validity, concurrent validity and criterion validity.

3.6.1. Table of The test specification.

No	Kinds of the test	Score the test
1	Multiple choice	10 x 5= 50
2	Fill in the blank	10 x 5= 50

3.6.2 Reliability of the test

According to Arikunto (2014:221) said that reliability shows in one meaning namely as instruments can be believed to collect data because this instrument is good.

In this study, the writer will use formula in vocabulary test

$$(KR_{21}) = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K.SD2} \right]$$

KR_{21} = Reability of the test

M = Mean of the test

K = Number of items in the test

SD = Standart Deviation

3.7 The Technique of Analyzing Data

The instruments will be used to obtain primary data and the secondary data is Vocabulary test, the students' observation sheets, and questionnaire of the respondent. In this study, there is three tests which are done during the research. They are:

1. Preliminary test, test in cycle 1 and cycle 2. Those tests are administered to measure about the improvement of their vocabulary mastery from the cycle 1 and cycle 2.

2. The observation will be administered to measure the characteristics of the students towards the application of using word mapping, and questionnaire was administered to support the data of the students' improvement in vocabulary mastery.

3. To answer the question "can the use of Snowball Mapping Technique Enriching the Students' Vocabulary" the research will apply inferential statistic to find out the significances difference between pre-test and post-test to compare students' vocabulary enrichment before, during and after the study. To answer the question "to what extent does the use of Snowball Mapping Technique Enriching the Students' Vocabulary at the eight grade of SMP Swasta HKBP Ambarita". The research will apply descriptive statistic to describe the characteristic of each research variable by showing mean score and standart deviation.

In this below, the formula to analyze the data:

From Sudjana (2008),Scoring the students' correct answer of pre-test and post-test by using the formula is as follows

$$score = \frac{students'\ correct\ answer}{\text{Total number of item}} x100$$