

CHAPTER I INTRODUCTION

A. Research Background

Language is a system of communication which consists of sound and written symbols that people used to deliver their ideas, opinions, thoughts, and emotions to one other. English is the first foreign language in Indonesia which is important to switch and acquisition of knowledge, science, technology, art, culture, and establishment of international relations. English is a foreign language in our region, our country, because it is very urgent for learners to learn and master it, English has principal rules for us that we would like to use to contact others.¹

Mastery of English is very necessary nowadays, not only for adults but also for school students. English in school is studied in preparation for getting to know the outside world. Even, English is able to be a means for spreading the values of Islam rahmatan lil 'alamin.² In learning English many aspects need to be considered, such as mastery of grammar, vocabulary, pronunciation, and so on. As one of the main aspects of learning English, mastery of word cities is the basis for being able to master and communicate in English.³

English is completely different from Indonesian in terms of structure, pronunciation, and vocabulary, so there are still problems with learning and teaching English at school. Making English education effective and efficient is not an easy task for teachers, so English teachers must be able to organize teaching and learning activities. Materials must be presented using appropriate teaching skills. Good teaching skills allow students to understand and master lessons, just like any other lesson that requires the right skills and methods. Language education also requires appropriate skills and

¹ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman Group UK Ltd, 1991).458.

² Anisah Setyaningrum, *Local Wisdom & Moderasi Islam di Desa Panjang* (Sukabumi: Haura Publishing, 2021) 12

³ Donald Freeman & Emily edwards Anne burns, "Theorizing and Studying the Language-Teaching Mind:Mapping Research on Language Teacher Cognition," *The Modern Language Journal* 99, no. 3 (2015): 585–601.

methods. In reality, some students find it boring to study English, especially to learn vocabulary.⁴

When learning English, there are four language skills that students must acquire. The four language skills are listening, speaking, reading, and writing. In addition to the four language skills, there are four language components that students must teach and recognize. They are structure, vocabulary, spelling, and pronunciation. One of the important parts of the language is vocabulary. Vocabulary is a word of meaningful knowledge. Learning a language means learning the words of a language. In other words, vocabulary is a fundamental element of communication. If we had few words, we cannot express our thoughts.⁵

Vocabulary is an important element in learning English. Without a proportional vocabulary, it would be difficult for anyone to speak, listen, read, or write. In other words, the first master of learning languages especially English is vocabulary. This means that learning vocabulary is very important, especially for junior high school students, to communicate with others; you need to master the English vocabulary and grammatical rules. Vocabulary is needed to improve four language skills; there are speaking, listening, writing, and reading. Vocabulary is breath of language because without vocabulary proficiency, the students cannot express anything. It shows that occupies a special position in foreign language education in schools, especially in junior high school.⁶

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 vocabulary. Therefore, it is not easy to teach English to young learners, here are the junior high school students. Sometimes a teacher has many problems developing the students' vocabulary mastery. One of the problems that are faced is the characteristic of the students as young learners. There are many kinds of students' characteristics. First, young learners forget something quickly. They would forget some words that are learned easily if the teachers did not repeat the words many times. Repetition

⁴ Syams Kusumaningrum, "Snowball Throwing: An English Learning Method to Improve Vocabulary Mastery and Psychomotor Ability," *Indonesian Journal on Learning and Advanced Education* 2, no. 1 (2020): 21.

⁵ Nina Haida Hasanah & Ashari P. Swondo., "The Effect of Snowball Throwing Method on Students' Vocabulary Mastery," *MELT Journal*. December 5, no. 2 (2020): 176.

⁶ Aulia Hanif Qamar and Septika Ariyanti, "Vocabulary Mastery and Writing Ability In Recount," *Premise Journal* 5, no. 2 (2016): 24.

is needed. Second, young learners are bored easily. Here the teacher has to find out the appropriate, technique, and material for teaching vocabulary to their students.⁷

Several factors influenced the command in the student's vocabulary. An internal factor is that young learners are not actively involved in the education and learning process. On other hand, external factors are factors that did not help students acquire vocabulary. Therefore, in learning English, teachers need strategies, techniques, methods, and approaches to help students understand.⁸

As a teacher, we must be able to find the best way to teach the learning process, so one of the interesting ways to teach vocabulary is through snowball throwing. According to Suprijono, snowball throwing is a form of presentation of learning materials in which students are divided into different groups.⁹ From the above statement, researcher concluded that snowball throwing could be used as an alternative method for updating and expanding vocabulary in more interesting ways.

The snowball throwing method is suitable for lessons. First, the students are happy and interested. Second, students should be active in activities such as discussions, questions, answering questions, and collaborating with friends so they did not get bored while studying. Third, students can increase their confidence in learning English and enjoy learning in the classroom.¹⁰

The snowball throwing method is one of the cooperative learning models in which cooperation between members achieves the results of the learning. The cooperative learning model is effective learning by forming small groups to cooperate in groups so that the objectives of learning are achieved.¹¹ In addition, Islam also

⁷ Heru Setiwan, "Teaching English Vocabulary in The Theme Fruits and Animals By Using Snowball Throwing Technique (STT) to The Seventh Graders," *Journal Didasciein Bahasa 2*, no. 2 (2017): 32.

⁸ Hilmi Mufida Hadi, "Improving The Vocabulary Mastery Using Inquiry-Based Learning.," *Simki Pedagogia 1*, no. 4 (2017): 3.

⁹ Agus Suprijono, *Cooperative Learning: Teori Dan Aplikasi PAIKEM(10th Ed)* (Yogyakarta: Pustaka Belajar, 2013).87

¹⁰ Sofyan A. Gani et Al, "The Effectiveness of Snowball Throwing Technique in Teaching Reading Comprehension," in *Proceedings of The 1st National Conference on the Teachers' Professional Development September, 2017*, 19.

¹¹ Isjoni, *Cooperative Learning:Efektivitas Pembelajaran Kelompok* (Bandung: Alfabeta, 2014).10

commands study, found in the words of Allah in surah Al-Kahf verses 95 which reads

قَالَ مَا مَكَّنِّي فِيهِ رَبِّي خَيْرٌ فَأَعِينُونِي بِقُوَّةٍ أَجْعَلْ بَيْنَكُمْ وَبَيْنَهُمْ رَدْمًا ﴿٩٥﴾

Meaning: He said, "That in which my Lord has established me is better (than what you offer), but assist me with strength, I will make between you and them a dam."¹²

Sometimes in learning English, the teacher always teaches the students without thinking about whether students already understand or not about the material and so they always explain the material quickly. Therefore students did not enjoy the learning process. This is the real problem for students in learning vocabulary. Besides that, the reasons that make it difficult for students to memorize English vocabulary are because there are bored with the teacher's way of teaching English especially and not more methods to motivate them.

Based on the results of an interview with Mr. Jamaluddin Mohamad Thoha, S.Ag, S.Pd, M.Pd.I as a teacher in MTs Mazro'atul Huda Wonorengo Demak, there some problems in vocabulary class such as the students fell so sleepy, lack of vocabulary and low ability and achievement in learning English. Most students consider English as a scourge one of the most difficult subjects to learn. Students still had difficulty memorizing vocabulary due to the short time and had to pursue learning material targets because at our school we are still cutting time due to the covid 19 pandemic. This results in a lack of vocabulary so they did not master grammar and had difficulty in applying or communicating with the used of English in their daily life. The learning system which is still conventional using the lecture method makes students passive in receiving information from the teacher. The vocabulary learning method used is only word by word, by memorizing vocabulary that is fairly standard and following the material.¹³

In the teaching and learning process, there are no interesting techniques used by the teacher. The teaching and learning process uses a teacher center in delivering lessons. Most of the material comes from the teacher, so students did not had full concentration on

¹² Kementrian Agama RI, *Al Qur'an Dan Terjemahanya* (Jakarta: Lajnah Pentashihan, 2015). 303.

¹³ Interview with Mr. Jamaluddin Mohamad Thoha (English teacher at MTs Mazroatul Huda Wonorengo Demak) February 14, 2022

the lesson and did something useless during the teaching and learning process. Students had difficulty remembering and understanding the meaning of words when the teachers give them some English words. The students had difficulty in writing words or groups of words correctly, but it would be nice to use a new model, to add to the fun atmosphere, for example, using the Snowball Throwing model, this snowball method is very good for used in learning, this model trains students to be more responsive to receiving messages from other students in the form of snowballs made of paper written questions that would be thrown to friends in a group.

Based on the explanation about the background of the problems, the researcher interested in conducting a research of the effect of Snowball Throwing method to improve student's vocabulary mastery. Therefore, the research entitled "*The Effect of Snowball Throwing Method to Improve Students Vocabulary Mastery in the Theme Daily Routines at Eight Grade of MTs Mazro'atul Huda Wonorenggo Demak*".

B. Research Questions

Based on the research background above, the research problem can be formulated as follow: Is there any significant effect of snowball throwing method to improve student's vocabulary mastery in the theme daily routines at eight grade of MTs Mazro'atul Huda Wonorenggo Demak?

C. Research Objectives

Concerning the problem statement, this research can be stated as follow: whether there is a significant effect of snowball throwing method to improve student's vocabulary mastery in the theme daily routines at eight grade of MTs Mazro'atul Huda Wonorenggo Demak

D. Research Significances

The researcher hopes this research can be useful information for the education aspect, especially in English teaching and learning. The benefits are as follows:

1. Theoretically

The outcome of this research can be used to increase the literature on English teaching and learning, especially in teaching that used the snowball throwing method.

2. Practically
 - a. For the students
 - 1) This research is expected to provide a new atmosphere in learning activities so that students are more enthusiastic about learning
 - 2) This method would be a good experience for learning vocabulary and enrich the knowledge of vocabulary in an easy and fun way.
 - b. For the teachers
 - 1) The teachers can use this method as an alternative strategy to create interactive and interesting learning.
 - 2) This study is an input for the teacher to implement creative and innovative methods and models.
 - 3) This study is a motivation to improve skills in choosing a variety of learning methods and models so that it can improve the learning system which of course also affects students learning outcomes.
 - c. For the researcher
 - 1) This study can be a reference for future researchers who are interested in this topic.
 - 2) This research is expected to improve skills as direct experience for the researcher in applying the Snowball Throwing Method.

E. Organization of Thesis

This organization of the thesis is stated as follows:

1. The Complementary Pages
This section includes cover/title page, approval pages, declaration, abstract, *abstrak*, motto, dedication page, acknowledgments, preface, table of contents, list of abbreviations/table/figures/illustration/appendices.
2. The contents of the research
This section is divided into five chapters, which are as follows:
CHAPTER I: INTRODUCTION
This chapter explains the research background, research questions, research objectives, research significance, and organization of the thesis.
CHAPTER II: REVIEW OF RELATED LITERATURE.
This chapter presents a theoretical description, theoretical framework, review of previous studies, and hypothesis.

CHAPTER III: RESEARCH METHODOLOGY

This chapter describes the research method, research population/sample, research setting, research participants/subjects, instruments, data collection technique, research data validity, data analysis techniques, and research ethical consideration.

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

This chapter describes the research results and discussion.

CHAPTER V: CLOSING

This chapter consists of conclusions, implications, and recommendations.

3. The closing page

The final section contains references, appendices, and curriculum vitae.

