CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Vocabulary Learning
a. Definition Vocabulary Learning

The importance of vocabulary in English teaching and learning cannot be overstated. We say something, convey our feelings, and say what we want to say in everyday situations. Learners would struggle to understand what they see, read, and study if they did not understand the meaning of the words. The importance of vocabulary in developing our English skills cannot be overstated. It becomes one of the factors that might help you improve your communication skills. Communication will become uncomfortable if humans did not had enough vocabulary. Making it difficult for them to continue their statements or ideas.[1]

As a result, English teachers must assist their students in understanding vocabulary. Learning vocabulary is inextricably linked to learning the language. In communication, vocabulary helps speaker explain their thoughts, ideas, and feelings. Learners would be introduced to the components of a language, such as structure, spelling, pronunciation, and vocabulary when studying a language. Vocabulary as one of the language components is critical to language mastery.[2]

According to Richard, Vocabulary is a primary element of language proficiency and provides much of the foundation for how well learners speak, listen, read and write. Vocabulary is a set of words that together form a sentence that is organized by characteristics, employs standard language, and contains meaning in addition to the meaning contained in each word. Vocabulary is the total number of words in a language. All words known to a person

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[1] Jack C. Richards, *Curiculum Development in Language Teaching* (United Kingdom: Cambridge University Press, 2002).4

[2] Norbert Schmitt, *Vocabulary in Language Teaching* (New York: Cambridge University Press, 2000).19

or used in a particular book, subject. A list of meaningful words, especially a list of words that come with textbooks.[3]

The definition of vocabulary is clear enough that most lives; used a series of words. The use of the word itself is distinguished by region, person, class, and occupation. This means that beggars use a series of words to demand money from the rich. Teachers also used a series of words when students command. The author believes that vocabulary is an important aspect of language when learning a language, as vocabulary has meanings used in communication.

b. Kinds of Vocabulary

According to Harmer, students have four different vocabularies, which are:

1) Speaking vocabulary

The words we are saying are called our speaking vocabulary. Because of the level of consolation in usage, the variety of words utilized in this situation is considerably decreased than while listening to vocabulary.

2) Listening vocabulary

This form of vocabulary refers to the phrases that we listen to and understand when a fetus is 16 weeks old; he or she would be able to understand sound. Furthermore, while babies are awake they continue hearing different phrases, and as a result, we develop up listening to diverse phrases and gaining knowledge of a huge sort of phrases for the duration of our lives.

3) Reading vocabulary

This vocabulary is contained in the set. The words we memorize after reading a text. We read a lot of words and understand them, but we rarely use them in communication. For a reader, this is the second most extensive form of vocabulary.

4) Writing vocabulary

The words we recollect when writing to define ourselves are referred to as this type of vocabulary. Our writing

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[3] Jack C. Richards, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002). 25.

vocabulary is heavily influenced by the words we can spell.[4]

According to Thornbury categorized the form of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to language abilities of reading, speaking, listening, and writing, they're receptive or passive vocabulary which refers back to the words that native speakers and foreign learners recognize and understand however it infrequently ever used, it's far used passively in reading and listening, and productive vocabulary which applied actively both in speaking or writing. Productive vocabulary refers to the words which learners used after they talk or write and it is known as active vocabulary.[5]

c. **Vocabulary Mastery**

The ability to know words and their meanings is referred to as vocabulary mastery. The following is a list of the several types of knowledge that a person needs to master to know a word, according to Nation. They are as follows:
1) The definition of the word
2) The word in its written form
3) The word in its spoken form
4) The word's grammatical behavior
5) The word's collocations
6) The word's grammatical register
7) The word's etymological connotations
8) The frequency with which the word is used.[6]

Vocabulary is lots more than grammar it is an important thing to students' expertise in what they listen to and study in school, and they are successful in communicating with other people. Although their grammar is low, if they had a lot of vocabulary, it would make them higher in their English abilities.

Mastery refers to the knowledge required to master a subject. The Oxford Advanced Learner's Dictionary defines mastery as complete knowledge or exceptional skill. When

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[4] Jeremy Harmer, *Vocabulary Aplied Linguistics Perspectives* (New York: Associated Companies throught the World, 2001). 16.

[5] Scott Thornburry, *How to Teach Vocabulary* (Essex: Longman Person Education Limited, 2002).20.

[6] Schmitt, *Vocabulary in Language Teaching*.5

students are studying a foreign language, vocabulary mastery is described as the ability to identify, comprehend, and develop a vocabulary and its meaning using their knowledge of words.[7]

Vocabulary mastery is competency or comprehensive knowledge of a list or collection of words that make up a language that may be used by a specific individual, class, or profession referred to as vocabulary mastery. Mastering vocabulary is an important part of learning English as a foreign language at the beginner, intermediate, and advanced levels.

To learn more about English, you would need to master English vocabulary. The student would had a lot of trouble using English both, written or vocally if they did not have a proportional English vocabulary. Vocabulary mastery is the entire understanding and application of a language's stock of words with their meanings, which is differentiated according to person, class, or profession.[8]

One of the most important aspects of learning a language is mastering vocabulary. It's reasonable, keep in mind that the four language skills require word knowledge, otherwise they'll get nowhere without vocabulary. The more students' vocabulary mastery, the better their language performance. Students would struggle to master reading and other skills if they had a limited vocabulary.

Learning is a result of interaction between stimulus and response. Someone is considered to have learned something if he can show changes in behavior. According to this theory, important learning is input in the form of stimulus and output in the form of a response. Therefore, learning can be concluded as a conscious effort carried out by individuals in changes in behavior both through exercise and experience concerning cognitive, affective, and psychomotor aspects to obtain certain goals.[9]

Apart from the views of experts, Islam also has its meaning in learning the perspective of Islam. Learning is "an

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[7] Harmer, *Vocabulary Aplied Linguistics Perspectives*. (New York:Associated Companies throught the World,2001). 16.

[8] Agnes Gardner, *Learning and Teaching Resource Centre:Bingo Game* (Cambridge: Cambridge University Press, 2010). 28.

[9] Ihsana El Khuluqa, *Belajar Dan Pembelajaran* (Yogyakarta: Pustaka Belajar, 2017). 1-7

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obligation for every individual believer to acquire knowledge". In Surah Al-'Alaq, the word learning starts from reading. This letter was revealed in the month of Ramadan as a letter of the decision on the appointment of the Prophet Muhammad SAW, as the last messenger of God. Intermediate media learning starts from reading. Through the door of reading one will know what one originally wanted to know in one's soul. Following the fragment of surah Al-'alaq verse 1 which reads:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝

Meaning: Recite in the name of your Lord who created.

The first verse was revealed by Allah from the Qur'an and it is the greatest mercy of Allah for mankind. In these opening verses, Allah commanded Prophet Muhammad SAW to love reading and paying attention to the evidence of Allah's greatness in this world, but reading, the attention must be based on always hoping for guidance from Allah SWT. God created man from a clot of blood. Also to know the mercy of God who teaches all the skills of knowledge achieved by man through the pen teaches man that entire he does not know.

Similarly, it was narrated from Said ibn Jubair, Qatadah, and his generation of Salaflain: that Allah has taught him everything. The verses of the Qur'an that discuss learning are proof that the Qur'an considers that learning is something very important in human life. The learning activity begins by reading this contained in surah al-Alaq verse 1 which has been described above. Learning activities can be in the form of presenting, studying, searching and studying, and researching.

2. **Cooperative Learning**
   a. **Definition of Cooperative Learning**
      Cooperative learning is a series of student learning activities in a particular group to achieve a formulated learning goal.[10] Cooperative learning employs a learning strategy that involves multiple students as members of small

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[10] Wina Sanjaya, *Strategi Pembelajaran* (Jakarta: Kencana Frenada Media, 2006).239.

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groups with varying abilities. When completing a group task, all group members need to work together and help each other to understand the material. Cooperative learning is not the same as just learning in groups. There are basic elements of cooperative learning that distinguish it from group learning which is carried out at random. Implementing the basic principles of the cooperative learning system correctly would enable teachers to manage the classroom more effectively. The cooperative learning process does not have to learn from the teacher. However, students can learn from each other.[11]

According to Isjoni concluded that the "cooperative learning model is a translation of the term cooperative learning". Cooperative learning comes from the word cooperative which means "to do something together by helping each other as a group or a team".[12]

The definition according to the experts above can be concluded that the "cooperative learning model is one of the effective learning by forming small groups. To work together with each other and help each other in groups so that the learning objectives are achieved.

Characteristics According to Johnson there are 5 important elements in cooperative learning, namely:

1) Positive interdependence between students.
   In cooperative learning, students would not be successful unless all members of the group are also successful. Students feel they are part of a group that also has a role in the success of the group.
2) Increased student interaction.
   Students would help other participants to succeed by increasing mutual interaction. Interaction occurs in terms of exchanging ideas about the problem being studied together.
3) Individual responsibility.
   Individual responsibility in group learning can be in the form of student responsibility in terms of helping students who need assistance.
4) Interpersonal and small group skills.
   Besides being required to learn the material, students are required to learn how to interact with other participants

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[11] Hamdani, *Strategi Belajar Mengajar* (Bandung: Pustaka Setia, 2011).30
[12] Isjoni, *Cooperative Learning:Efectivitas Pembelajaran Kelompok*. 15

in their group. How students should behave as group members and convey ideas in groups.

5) Group process.

Cooperative learning would not take place without a group process. The group process occurs when group members discuss how they would best achieve their goals and include good working relationships.

From the description above, we can understand that cooperative learning requires cooperation between students and interdependence in the structure of achieving tasks, goals, and rewards.[13]

Cooperative learning is structured to increase student participation, facilitate students to experience leadership attitudes and make decisions in groups and provide opportunities for students to interact and learn together with different backgrounds. By working collaboratively to achieve a common goal, students would develop skills relating to fellow human beings that would be very beneficial for life outside of school.

b. Principles of Cooperative Learning Model

There are four basic principles of cooperative learning, as described below.

1) The principle of positive dependence

To create an effective working group, each member of each group needs to divide the tasks according to the group's goals. The task is of course adapted to the abilities of each group member. This is the essence of positive dependence, meaning that group tasks can't be completed when someone cannot complete their tasks, and all of this requires good cooperation from each group member. Group members who had more abilities are expected to be willing and able to help their friends to complete their tasks.

2) Individual responsibility

This principle is a consequence of the first principle. Because the success of the group depends on

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[13] Johnson, 1994 quoted in Nining &Mistina Hidayanti Mariyaningsih, *Bukan Kelas Biasa:Teori dan Praktik Berbagai Model dan Metode Pembelajaran Menerapkan Inovasi Pembelajaran di Kelas-Kelas Inspiratif* (Surakarta: Kekata Publisher, 2018). 43-44

each member, each group must had responsibilities according to their duties. Each member must give their best for the success of the group. To achieve this, teachers need to provide an assessment of individuals and groups. Individual ratings may differ, but group ratings must be the same.

3) Face-to-face interaction

Cooperative learning provides ample space and opportunity for each group member to meet face-to-face, provide information, and learn from each other. Face-to-face interaction would provide a valuable experience for each group member to work together, appreciate each difference, take advantage of each member's strengths, and fill in each other's weaknesses.

4) Participation and communication

Cooperative learning trains students to be able to participate actively and communicate. This ability is very important as their provision in life in society in the future. Therefore, before cooperating, the teacher needs to equip students with communication skills, for example listening and speaking skills, how to express disagreements or opinions of others politely, not cornering, ideas and ideas that they think are good and useful ways.[14]

c. **Advantages and Disadvantages of Cooperative Learning**

There are some advantages of cooperative learning:

1) Train students in multicultural classes who respect each other in differences.
2) Train students to work in teams, and be responsible individually and in groups.
3) Train students to learn independently, not always depending on the teacher.

There are some disadvantages of cooperative learning:

1) Requires a long time to produce students' independence and skills in doing teamwork-based work.
2) Students who are less able to learn would be an obstacle in teamwork because they are less able to adapt to other friends.

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[14] Jumanta Handayama, Model dan Metode Pembelajaran Kreatif dan Berkarakter Jakarta: Penerbit Ghalia Indonesia 2015). 65.

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3) If the teacher cannot divide cooperative groups heterogeneously, then the learning outcomes would not be balanced between one group and another.[15]

d. Cooperative Learning Model Syntax

The following is the syntax of 6 learning models, namely the stages in the learning process that must be mastered by educators.[16]

Table 2.1

Phase	Indicator	Teacher Activities	Students Activities
1.	Convey the learning objectives of learning equipment and motivate students	The teacher conveys all the learning objectives to be achieved in the lesson and motivates students to learn	Students listen carefully
2.	Submit information	The teacher presents information to students by way of demonstrations or through reading material	Students listen carefully
3.	Organize students into study groups	The teacher explains to the students how to form study groups and helps each group to transition efficiently and create a learning community	Students divide and find their groups
4.	Help or guide students to learn and work in groups	The teacher helps or guides study groups when doing assignments.	Students work in a groups
5.	Evaluate or give feedback	The teacher evaluates learning outcomes about the material that has been studied or each group presents their work	Students present their work
6.	Give awards	Teachers look for ways to reward both individual	Students celebrate

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[15] Ali Mudlofir, *Desain Pembelajaran Inovatif Dari Teori ke Praktik* (Jakarta: Raja Grasindo Persada, 2016).84.

[16] Mudlofir. 87-90.

		and group effort and learning outcomes	together the form of appreciation given by the teacher

3. **Snowball Throwing**
   a. **Definition Snowball Throwing**

   Snowball etymologically means a snowball, while throwing means throwing. Snowball throwing in its entirety can be interpreted as throwing snowballs. In learning snowball throwing, snowballs are paper containing questions made by students and then thrown to their friends to be answered.[17] Snowball throwing is a teaching strategy for learning to speak in the form of questions and answers through play and throwing a snowball in groups to other groups.

   Snowball throwing learning strategy, Snowball throwing (ST) or also often known as snowball Fight is learning that was first adopted from a physical game where a lump of snow is thrown with the context of learning, Snowball Throwing is applied by throwing a wad of paper to designate students who are required to answer the question from the teacher. This strategy is used to provide students with the concept of understanding difficult material and can also be used to determine the extent of students' knowledge and abilities in the material.[18]

   In snowball throwing learning, students are divided into several groups; each group is represented by a group leader to get assignments from the teacher. Then, each student makes a question on a piece of paper shaped like a ball (question paper) and then throws it to the other students. Students who get a paper toss must answer the questions on the paper they get.[19]

   If this learning process runs smoothly, a dynamic class atmosphere would be formed, because student activities

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[17] Jumanta Handayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter* (Jakarta: Ghalia Indonesia, 2015). 158

[18] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran : Isu-Isu Metodis dan Paragdigmatis* (Yogyakarta: Pustaka Belajar, 2016).226

[19] Miftahul Huda. 226

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are not only thinking, writing, asking, or talking, but they also carry out physical activities, namely rolling paper and throwing it at other students, thus, each group member would prepare themselves, in turn, they had to answer questions from their friends contained in the paper ball. This model also provides experience for students to develop skills in summarizing the content of the news or information they get in real contexts and complex situations.[20]

Students would become more active as a result of learning activities using the snowball throwing method because students' activities include more than simply thinking, speaking, writing, and asking. However, they did participate in physical activities such as rolling up paper and throwing it at other students. The teacher uses the snowball throwing method to help students improve their skills by allowing them to infer the content of news or information they had received in real-life situations.

Working together and correcting each other group members to achieve high learning outcomes. This is also in line with the word of Allah SWT in Surah Al-Maidah verse 2 which reads:

وَتَعَاوَنُواْ عَلَى ٱلۡبِرِّ وَٱلتَّقۡوَىٰ ۖ وَلَا تَعَاوَنُواْ عَلَى ٱلۡإِثۡمِ وَٱلۡعُدۡوَٰنِ

Meaning: And cooperate in righteousness and piety, but do not cooperate in sin and aggression.

AL Quran Surah Al-Maidah verse 2 explains that Allah commands his servants to help each other in doing good things, namely virtue, and stay away from evil things, namely devotion. The role of teachers and parents is very important for the ongoing cultivation of this attitude. The snowball throwing method is a learning method that trains students to be more responsive to receiving messages from others and conveying these messages to their friends in a group.

The interactions that occur between students in this method allow students to learn to communicate, especially in conveying and receiving messages from other people. Some

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[20] Handayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*.158

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of the characteristics that become indicators of the implementation of the snowball throwing method are:

1) There are questions to measure students' understanding of the material.
2) Students work in teams and groups.
3) Students work together and build confidence through communication.
4) The teacher gives an assessment based on the results of group work, but still pays attention to the achievements of each student.
5) There is an appreciation for group achievement.[21]

b. **The procedure of using the snowball throwing method**

The syntax of the steps of the Snowball Throwing learning model is as follows.

1. The teacher conveys the material to be presented.
2. The teacher forms groups and calls each group leader to explain the material.
3. Each group leader returned to their respective groups and then explained the material presented by the teacher to their group mates.
4. Each student is given one sheet of work paper to write down any questions regarding the material that has been explained by the group leader.
5. Students from the paper like a ball and toss it from one student to another for 15 minutes.
6. After the student gets one ball, he is allowed to answer the questions written on the paper in turn.
7. The teacher evaluates and closes the lesson.[22]

c. **Advantages and Disadvantages of Snowball Throwing Method**

The snowball throwing method has several advantages, all of which involve and involve students in learning. The advantages of the snowball throwing method are:

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[21] Mariyaningsih, *Bukan Kelas Biasa:Teori dan Praktik Berbagai Model dan Metode Pembelajaran Menerapkan Inovasi Pembelajaran di Kelas-Kelas Inspiratif.* 120

[22] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran : Isu-Isu Metodis dan Paragdigmatis.*227.

The learning atmosphere becomes fun because students like to play by throwing paper balls at other students.

1) Students had the opportunity to develop thinking skills because they are allowed to make questions and give them to other students.
2) Make students ready with various possibilities because students do not know what questions their friends make.
3) Students are actively involved in learning.
4) Educators are not too bothered by making media because students are directly involved in the practice.
5) Learning becomes more effective.
6) Cognitive, affective, and psychomotor aspects can be achieved.

In addition to having advantages, of course, the snowball throwing method also has weaknesses. The disadvantages of this method are as follows.

1) It depends on the ability of students to understand the material so that what students master is only a little. This can be seen from the questions made by students, usually only about the material that has been explained or such as examples of questions that had been given.
2) The group leader who is not able to explain well is certainly an obstacle for other members to understand the material so it takes a lot of time for students to discuss the subject matter.
3) There are no individual quizzes or group awards so students in groups are less motivated to work together but teachers can add individual quizzes and group awards.
4) It takes a long time.
5) Naughty students tend to be troublesome.
6) Classes are often noisy because groups are created by students.[23]

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[23] Handayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*.161

B. Theoretical Framework

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

In acquiring the four language skills, the teacher must used an effective model in teaching vocabulary. Snowball throwing is considered an effective, fun, and interesting way to teach vocabulary because it can provide fun or challenge for students in learning the language and encourage them to memorize the vocabulary given through cards. Students look for pairs to exchange vocabulary and get new vocabulary from pairs so that they can improve their vocabulary.
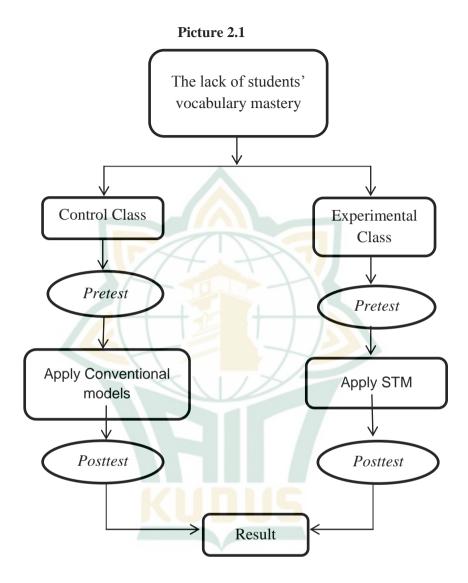
In this case, the Cooperative Learning strategy of the Snowball Throwing method is a very good method to use in learning; this method trains students to be more responsive to receiving messages from other students in the form of snowballs made of paper and conveying the message to their friends in a group. One of the advantages of this model is that all three aspects of cognitive, affective, and psychomotor can be achieved.

The Snowball Throwing learning model is one of the learning models that can make students active in learning activities, besides that students also feel enthusiastic in participating in learning because the Snowball Throwing learning method involves them in a simple game. Snowball Throwing is applied because this learning model creates a pleasant atmosphere in the learning process and raises student motivation.

This research has two variables namely, independent and dependent. Furthermore, X and Y symbols are needed to distinguish between two sentences. Symbol X is used for independent and symbol Y is used for dependent, such as:

X: Snowball Throwing Method
Y: Vocabulary Mastery

Picture 2.1

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              ┌─────────────────────┐
              │  The lack of students' │
              │  vocabulary mastery  │
              └─────────────────────┘
                         │
            ┌────────────┴────────────┐
            ▼                         ▼
    ┌──────────────┐          ┌──────────────┐
    │ Control Class│          │ Experimental │
    │              │          │    Class     │
    └──────────────┘          └──────────────┘
            │                         │
            ▼                         ▼
       ( Pretest )                ( Pretest )
            │                         │
            ▼                         ▼
    ┌──────────────┐          ┌──────────────┐
    │    Apply     │          │  Apply STM   │
    │ Conventional │          │              │
    │   models     │          │              │
    └──────────────┘          └──────────────┘
            │                         │
            ▼                         ▼
       ( Posttest )               ( Posttest )
            │                         │
            └──────────►  Result  ◄───┘
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C. Review of Previous Studies

1. A research paper by Sofyan A Gani entitled "Using the Snowball Throwing Method to Improve Students' Reading Comprehension Skills in the 2016/2017 academic year".

   This thesis uses the snowball throwing method to improve students' reading comprehension skills. In his research, he used quasi-experimental research and the populations of this study were students of class X SMAN 1 Darul Makmur Nagan Raya which consisted of four classes. A total of four meetings were

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used to teach reading comprehension by using Snowball Throwing and treated by using narrative text. The conclusion from his research is that using Snowball Throwing works. Students who are taught by this method can build students ability in reading comprehension and subsequently in creating their social interactions among peers.[24]

2. A research paper by Wahyuni entitled "The Use of Snowball Throwing to Improve Students' Writing Skills in the 2015/2016 academic Year at SMP N Gondangrejo"

In this research he invited class VII F students in the 2015/2016 academic year at SMP N Gondangrejo, he gave treatment to implement the snowball throwing writing skill in the descriptive text for three meetings. Based on his research, using classroom action research design can improve the quality of learning, data analysis techniques used in his research are qualitative mode and quantitative mode. Wahyuni's research results are snowballs that are used in the learning process, especially in writing influential descriptive texts so that students can make sentences with good structures. In addition, students can more easily demonstrate their ideas and knowledge by using the snowball throwing method.[25]

3. A journal article by Nina Haida Hasanah Ashari P.Suwondo in 2020 entitled "The Effect of Snowball Throwing Method on Students Vocabulary Mastery"

This study aimed to find empirical evidence of the effect of the snowball throwing method on students' vocabulary mastery; this study used a quantitative method. The design of this study was an experimental study. This study was conducted in MTs Al Iman Klumpang. The sample of the study was 40 students in seventh grade. The instruments of the study were tests, the test was divided into two ways, there were pre-test and post-test, which can be seen as the score of the pre-test for the experimental class was 72.75 and for post-test was 80. The result is the snowball throwing method had a positive effect and significant effect on students' vocabulary mastery.[26]

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[24] Sofyan A Gani, "Using The Snowball Throwing Method to Improve Students' Reading Comprehension Skills in the 2016/2017 Academic Year" (n.d.).

[25] Wahyuni, "The Use of Snowball Throwing to Improve Students' Writing Skills in the 2015/2016 Academic Year at SMP N Gondangrejo" (n.d.).

[26] Swondo, "The Effect of Snowball Throwing Method on Students' Vocabulary Mastery."

4. A journal article by Dwi Sugiarti, Nurlaeli in 2022 entitled "Effect of Snowball Throwing Model on The Student's Vocabulary Mastery at SMA Swasta Rakyat Pancur Batu''

The method of the research was the experimental research method. The populations of the study were 40 students from two classes. Each class consists of 20 students. The researcher used two classes X IPA 1 and X IPA 2. The instruments used to collect data in this research are pre-test and post-test. The researcher found a significant difference between the student's scores in the experimental group and the control group. It means that score of the post-test in the experimental group was higher than the score of the post-test in the control group. The result of this research had a significant effect of the snowball throwing model on the student's vocabulary mastery at SMA Swasta Rakyat Pancur Batu.[27]

Table 2.2 Research Originality

No.	Research Identity	Similarity	Difference
1.	A research paper by Sofyan A Gani, 2017 entitled "The Snowball Throwing Method to Improve Students' Reading Comprehension Skills". This research uses Quantitative research. The researcher concludes that using Snowball Throwing works well.	This research uses the snowball throwing method.	The object of this research was the tenth grade of senior high school. The subject is reading comprehension
2.	A research paper by Wahyuni entitled "The Use of Snowball Throwing to Improve Students' Ability in Writing" 2015/2016. The Snowball Throwing method can improve the quality of learning.	This research uses the snowball throwing method.	The subject is writing ability. The object of this research was the seventh grade of senior high school.
3.	A research journal article by Nina Haida Hasanah Ashari	This research uses the	The material of the vocabulary is

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[27] Nurlaeli Dwi Sugiarti, "Effect of Snowball Throwing Model on The Student's Vocabulary Mastery at SMA Swasta Rakyat Pancur Batu," *Medan Resource Center* 2, no. 1 (2022).

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	P.Suwondo in 2020 entitled "The Effect of Snowball Throwing Method on Students Vocabulary Mastery". The result of this research is snowball throwing method had a positive effect and significant effect on students' vocabulary mastery. Using Quantitative research.	snowball throwing method.	about the verb.
4.	A research journal article by Dwi Sugiarti, Nurlaeli in 2022 entitled "Effect of Snowball Throwing Model on The Student's Vocabulary Mastery at SMA Swasta Rakyat Pancur Batu''. The research used the Quantitative method with an experimental design. The result of this research had a significant effect on vocabulary mastery.	This research uses the snowball throwing method.	The object of this research was the tenth grade of senior high school.

D. Hypothesis

Based on the theoretical framework above, the researcher formulates the formulated as follows:

Null Hypothesis (H_0): There is no significant effect of the snowball throwing method to improve student's vocabulary mastery

Alternative Hypothesis (H_a): There is a significant effect of the snowball throwing method to improve student's vocabulary mastery