Rizal XI

by Rizal Xi Samsu

Submission date: 19-Dec-2021 09:03PM (UTC+0700)
Submission ID: 1733686373
File name: Jurnal_Al_Lughah_Nasional_The_Implementation.....docx (81.25K)
Word count: 5257
Character count: 26323

THE IMPLEMENTATION OF SNOWBALL DRILLING TECHNIQUE IN TEACHING ENGLISH VOCABULARY

Syamsul Rizal
Dosen Pendidikan Bahasa Inggris IAIN Bengkulu
syamsul.rizal42@gmail.com

Sri Susilawati
Alumni Tadris Bahasa Inggris IAIN Bengkulu

ABSTRACT

Penelitian ini bertujuan untuk meneliti pengaruh dari teknik *snowball drilling* terhadap kemampuan penguasaan kosakata. Populasi penelitian ini adalah siswa kelas dua sekolah menengah pertama negeri 05 Bengkulu yang terdiri dari 195 siswa sedangkan sampelnya sebanyak 49 siswa yang diambil dari dua kelas. Metode penelitian ini menggunakan metode quasi eksperimen dimana siswa dibagi menjadi dua kelompok group ekperimental dan group control. Group ekperimental mendapat perlakuan dengan menggunakan teknik snowball drilling sedangkan kelompok control tetap diajarkan dengan cara biasa. Pre test diberikan kepada kedua group sebelum digunakannya teknik snowball drilling. Untuk menganalisis data digunakan rumus statistik t- test. Setelah diterapkannya teknik snowball drilling siswa di berikan post test. Hasil dari group experimental adalah 70,00 dan group control 57,71. Pada hipotesis testing t yang diperoleh adalah 4,880 dan t table 2,021. Sehingga dapat disimpulkan t yang diperoleh lebih besar dari t table (4,880>2,021). Kesimpulan penelitian menunjukkan bahwa teknik snowball drilling salah satu teknik yang effective untuk meningkatkan kosakata siswa pada Sekolah Menengah Pertama(SMP) Negeri 05 Bengkulu.

Key words: *vocabulary, snowball drilling technique*

INTRODUCTION

English is one of the international languages, which has important role in developing human resources. It used largely by people around the world in many aspect of life. English is needed in communication, science, technology, and information. Communication which has many advantages and give a capability to individual to be tolerant toward the cultures and ways of life to another nation. It serves peoples as a bridge into world of international trade, politics, tourism or other ventures which interest them.

Nowadays, English as International Language is very crucial to learn. It has become compulsory subject from elementary school up to University. There are four skills which have important role in mastering English, namely listening,

speaking, writing, and reading. In supporting those skills,the students should master some components such as pronunciation, grammar and vocabulary. In other word, vocabulary is one of important elements in mastering English. It is known that vocabulary is the basic matter in learning English. Without vocabulary, the learners cannot speak, write ,and understand what they are reading and listening. In short, vocabulary is essential element in learning English.

In order to be success in studying English language , the students have to enough vocabulary in their mind in understanding the text , listening the message , speaking in a communication and composing written text. All of those items will be succesded by supporting vocabulary understanding. Moreover , learning vocabulary is not only remembering the words but also how to use the list of the word in context . They have to understand the culture of the language in using the words , so that the communication is done will be naturally. Further , when the students understand the reading text and message in listening the dialogue , the ability of using the vocabulary is much needed. In increasing the vocabulary ability , they should be smart to choose suitable strategy for them. The strategy is very importance for students to achieve the goal of learning vocabulary.

Teaching technique plays important role in teaching vocabulary. The teacher should have various techniques instead of single technique in order to avoid boredom to the students. An important thing in teaching technique is how to motivate the students enjoying the materials during the lesson, practice the effective techniques to make the class alive, make learning process easier and more pleasant.

There are many techniques in teaching vocabulary applied by teachers in the classroom, one of them is the Snowball Drilling. According to Agus Suprijono (2012 : 105) Snowball drilling is a part of the cooperative learning. In this technique teachers prepare many questions for the students and this technique effective to increst students vocabulary mastery. Arif (2012) studies investigated that one component of language learning is an understanding of the vocabulary of the English language itself , in addition to other components. Vocabulary is the set of known words and their meaning can be used by someone in a language, a person's. And teaching vocabulary through snowball drilling can improve student's of mastery vocabulary.

Vocabulary mastery of second grade students of SMP Negeri 05 Bengkulu is still low. It can be seen at the data of the values score from the teacher concerned and from SKBM (Minimum Standar of Mastery Learning / Standar Ketuntasan Belajar Minimal) . Based on the statement from the English teachers of SMP N 05 that the students have not enought vocabulary, it can be obeserved from the conversation and teaching learning process when the students discussed the text and wrote their ideas. This leads to students having difficulty expressing ideas in English, to recognize words used in listening, understanding an English discourse, and writing up a paper in English. According to Graves quoted in Alam Setiadi (1986), the ideal vocabulary that must be owned by the novice learner is between 2,500 to 5,000 words to support language learning.

Based on the problem as metioned above, it can be stated that vocabulary is an important element in mastering English. Threfore, it is important for the English teachers to find out the best technique to improve student's vocabulary mastery.

Due to the problem found at the dtudents of SMP 05 Bengkulu relating to mastering vocabulary, the researcher was interested in doing a research entitled **"**The Implementation Of Snowball Drilling Technique In Teaching English Vocabulary At The Second Year Students of Sekolah Menengah Pertama Negeri 05 Bengkulu In Academic Year 2012 / 2013**".**

In this research, the researcher wanted to know The Effect of Snowball Drilling Technique toward students' Vocabulary Mastery at SMP Negeri 5 Bengkulu. The researcher just want to find out the effectiveness of this technique through two resarch question: (1) how is the vocabulary mastery of the second year students of SMP 05 Bengkulu ?, and (2) is there any significant difference in vocabulary mastery between the students whom were taught English by using Snowball Drilling technique and the students were not taught ?.

There are various definitions of vocabulary. Penny Ur (1996 : 60) vocabulary is a new item of vocabulary may be more than a single word. David Crystal (1994 : 119) said that vocabulary is everest of language. John (2004 : 1) vocabulary is the sum of word used by, understood by, or at thecommand of a particular person or group. While Hornby (1987 : 959) states that vocabulary is the total number of word which make up a language.

Based on the definition of vocabulary stated above, it can be concluded that vocabulary is a foundation to communicate, write and read. And also it is important for the students to improve their knowledge. Otherwise, without vocabulary no one can speak or understand language. According to Ur (1996:60-62), there are some criteria to be considered by the teachers in teaching vocabulary, namely: grammar, collocation, meaning, and word formation.

It is sometime difficult for the students to identify the meaning of words, especially when they learn about foreign language. That is natural, because they learn the language that out of they daily speaking or language. Then, the teacher have always naturally interested in how students go about learning vocabulary. If the teacher know more about teaching and learning strategies and what works and what does not work well. The students easier to learn english. According to Brown and Payne in Hatch and Brown (1995 : 372) analysis that resulted in a very clear model where the strategies fall into five essential steps: (1) having sources for encountering new words, (2) getting a clear image, either visual or auditory or both, for the forms of the new words, (3) learning the meaning of the words, (4) making a strong memory connection between the forms and meanings of the words, and (5) using the words.

1. Encountering new words

The first essential step for vocabulary learning in countering new words, that is having a source for words. The strategies here included " learning new words by reading books, " listening to TV and Radio ," and reading news papers and magazines "(Payne ,1998,p, 33 in Hatch and Brown).As far as incidental learning of vocabulary goes, this step is obviously the most vital. Because incidental learning of vocabulary must occur if second language students are to approach a vocabulary tahta compares with that of native speakers, this step is crucial.

In addition to interest, actual need may make a difference in whether encountered words are learned. We seem to learn word more quickly if we have felt a need for them in some way. Laporte (1993) in Hatch and Brown ls looked at word learned by the students engaged in dialogue journal writing with their teacher. In several instances students had to use their native language word or a circumlocution to express a concept. Another indication that encountering word may be more effective under some circumstance than others has been found in work with interactive video materials. When the students have seen an object or an action, their desire to know the label (word) for it may increase so that, when the word for it is encouncered, it is learned very quickly.

2. Getting new word form

The second step essential to learning vocabulary appers to be the getting of a clear imagine , visual or auditory or both of the form of the vocabulary item. This step was shown in comments such as " associating new word with word that sound similar in my native language," " writing the sounds of words that sound similar in my native language ," " associating words that are similar to words in other language I have studied," " associating a word with a similar sounding English word know ," and " seeing a word that looks like another word I already know in this step.

The importance of having a clear image of the form of a word becomes apparent when we think about what happens when we try to retrieve words. Learner also seemed to give a higher than average number of guesses with the correct initial sound , final sound , and number of syllables for words that were on the tip of the toungue. The importance of getting the form of the word also appears when students are asked to give definitions for words. Begging students are particularly likely to make mistake that are obviously related to confusions of the form of one word with the form of other words.

3. Getting the word meaning

The third essential step in the students reported strategies in one which is most often associated with the idea of vocabulary learning in getting the word meaning. This step includes such strategies as " asking native English speakers what words mean," asking people who speak my native language the meaning new words," " making pictures the words meaning in my mind," and " explaining what I mean and asking someone to tell me the English words ".

The level of distinctions that must be made in word definitions seems to vary both with the requirements of the task or situasion and also with the level of the learner. Although begginning learners seem satisfied with quite general meaning , more advanced learners often need more specific definitions in order to differentiate between near synonym. Similar characteristic are seen in the definitions which mother supply to children learning their first language.

Most teachers know, however, that learners assume that dictionaries are one of the main sources of word definitions. After all, language learners carry around dictinaries , not grammar books. If the learners carry dictionaries , however, it would seem wise for them to have the best possible dictionary. Another way of

getting definitions is simply by having a bilingual friend or a teacher explain. Althought the depth of definition needed may vary and the sources from which meaning can be extracted may be quite different , all learners must get the meaning words in some manner , or the words can never be considered truly learned.

4. Consolidating word form and meaning in memory

The fourth necessary step relevant by Brown and Payne's in Hatch and Brown (1995 : 387) analysis requires the consolidation of form and meaning and memory. Many kinds of vocabulary learning drills, such as flashcard, matching exercise, crossword puzzles,etc. Strengthen the form meaning connection. Almost all of the ten memory strategies that Oxford (1990) mentions consolidate the connection between word form and meaning in memory. Oxford divides these strategies inti four general categories (1) creating mental linkages (2) applying images and sounds ,(3) reviewing wee, and (4) employing actoin.

Many of these strategies specifically mention vocabulary , expressions , or words. Those that do not mention vocabulary expicitly still can be applied to vocabulary study, for example , reviewing at carefully spaced intervals. The difficulty ofgenerating key words may discourage learners , or they may simply for mor traditional ways of consolidating word forms with word meaning. Probably the most traditional ways of doing this is to memorize words and their meanings from lists. Which method learners use for this step does not seem to be as crucial as that they do it. The more words learners can get through this step, the more words they will know overall.

5. Using the words

The final step in learning words is using the words. Some would argue that this step is not necessary if all that is desired is a receptive knowledge of the word. Such an argument can apply to many of the other process as well, since a great amout can be comprehended in context even if a reader or listener knows nothing about many of the words being used.

Furthermore, in teaching the vocabulary about foreign language , the teacher must motivate their students with a good technique in teaching vocabulary. One of the technique in teaching vocabulary is by using Snowball Drillng. Snowball drilling method developed by agus suprijono. Snowball drilling is a method that describes the speed of a group about the package correctly completed in the shortest possible time in a round. Snowball Drilling method on the teacher as a facilitator and students as subjects, so that the pattern of interaction is between teacher and student, and student to student.

Step by step snowball drilling method is as follows (Suprijono, 2009: 104):

1. Teacher prepare some questions

a. A rolling snowball by exercises appoint or gambled for a learner who will answer Question one.

b. Learners who gets the first turn to answer the question directly answer correct number, then the students were given the opportunity to answer pointed to one of his friends about the next number.

c. If the first student gets a chance to answer Question one fails, then the students have to answer the next question and so on until the students managed to answer correctly on a number of items about the matter.
d. If the hoop (round) are still first snowball items unanswered questions, then the questions was answered by students who had a turn.

6. Teachers provide lessons learned review of the learners

Excess snowball drilling method is a method that can foster active learning and create a more student attention. Snowball drilling method is one alternative that can be taken. The purpose of the use of snowball drilling method is a readiness to train students in expressing their opinions, answer questions and interact with their friends, referring to the material being taught and provide mutual knowledge. Snowball drilling method seeks to high demand the attention of students in the learning process is ongoing. Learning with snowball drilling method will take place live and excite the students who ultimately active students in the learning process will increase.

In applying the method of snowball drilling, the teacher's role is to prepare the package of the questions and scoring sheets were distributed to the students' assessment and form a snowball rolling exercises. Suprijono(2012) in his book says that the procedures of snowball drilling in teaching are as follow:

1. Teacher prepare some questions
2. A rolling snowball by exercises appoint or gambled for a learner who will answer Question one.
3. Learners who gets the first turn to answer the question directly answer correct number, then the students were given the opportunity to answer pointed to one of his friends about the next number.
4. If the first student gets a chance to answer Question one fails, then the students have to answer the next question and so on until the students managed to answer correctly on a number of items about the matter.
5. If the hoop (round) are still first snowball items unanswered questions, then the questions was answered by students who had a turn.
6. Teachers provide lessons learned review of the learnersS

Research Method

In conducting this research, the researcher used experimental approach through quasi experimental method. In this method the class was divided into two classes, namely: experimental and control class. The research design of this study can be seen in the following table.

Classes	Pre-Test	Treatment	Post-Test
Experiment	O1	X	O3
Control	O2		O4

O_1 . Pre-test for experiment group

O3 : Post test for the experimental group
O2 : Pre test for the control group
O4 : Post-test the control
X : the treatment

According Singarimbun (1989:8) in Iskandar (2008:68) population is a whole number of units of analysis that have characteristics that would be expected. Arikunto (2010:173) states that population is the whole subject of research. The population in this research is the second year students of SMP Negeri 05 Bengkulu in academic year 2012 / 2013. There was eleven classes of the year students in the school. The distribution of the second year students of SMP N 05 Pagar Dewa can be seen in in the following table.

Distribution of Population

No	Class	Female	Male	Number
1	VIII A	15	10	25
2	VIII B	13	11	24
3	VIII C	11	13	24
4	VIII D	14	12	26
5	VIII E	18	7	25
6	VIII F	12	11	23
7	VII G	11	13	24
8	VIII H	13	12	25
9	VIII I	14	11	25
10	VIII J	11	14	25
11	VIII K	12	11	23
	SCORE	144	125	269

Source : SMP Negeri 05 Bengkulu (2012 / 2013)

According to Donald Ary (2006 : 148) sample is the small group that is observed. Based on Donald Ary statement, it be stated that that sample is a part of population would be observed . In taking the sample of this research the researcher used purposive sampling method. There was eleven classes in the second grade classes. Two of those classes were selected based on their understanding English mastery. The students English mastery in both of eleven classes had almost the same ability in understanding English that can be seen in the following table.

Students' Ability in Understanding English at SMP Negeri 05 Bengkulu

NO	CLASS	AVERAGE
1	A	60,0
2	B	66,0
3	C	52,3

4	D	43,2
5	E	53,3
6	F	55,4
7	G	57,7
8	H	45,04
9	I	64,32
10	J	72,2
11	K	48,3

Source : English Teacheer SMP Negeri 05

Based on the table above can be seen that the class of VIII E and VIII C have same English competence characteristic. Class VIII E was as an experimental class and class VIII C was as a control class. The total number of sample was shown in following table.

Sample of the study

No	Group	Class	Female	Male
1	The Experimental Group	VIII E	18	7
2	The Control Group	VIII C	11	13
	Total		25	24

Source : SMP Negeri 05 Bengkulu (2012 / 2013)

The research instrument used in this study is vocabulary test (multiple choice). The total of item was twenty items. The instrument was tried out before it was used in collecting data to find out it's validity and reliability. The instrument of this research was taken from Intan Pariwara Publisher and Scaffolding English for Grade VIII Students. From 50 items tried out, it was found that not all the items were valid. Based on the result of the analyzed data, the researcher that from 50 items test there were 20 items that were valid. They were numbers 4 , 7 , 9 , 11 , 15 , 22 , 24 , 25 , 30 , 31 , 37 . 38 , 41 , 42 , 43 , 44 , 46 , 47 , 48 , 49 .So, the researcher used twenty items test that use to get the data in pre-test and post-test.

The finding the reliability of the instrument, the writer used Alpha Cronbach formula. The reliability of the instrumen was 0,911 it could be judged that the vocabulary test was reliable, because the reliability coefficient of vocabulary test obtained was 0,505.

The data for this research was collected through pre-test and post-test. Pre test that given to know the similarity of the basic achievement of the both classes, experimental and control classes. The result of this test would be taken as the first data. Meanwhile, the post-test that was given to know the result of research whether there were the different for both classes. Post-test was given after treatment for class

VIII E and class VIII C would be given post-test too although never given treatment. The result of this test would be taken as the second data.
The statistical analysis used in this research is t-test statistical analysis formula suppoted by SPSS program version 17. It was used to find out the significant means score differences in term of vocabulary mastery between the students in experimental group taught by using snowball technique and the students in the conctro group taught by using conventional technique.

The research procedure used by the researcher in this quasi experimental study is as follows.

- Experimental Class

1. The researcher prepared the students for the subject matter
2. The researcher explain materials
3. The researcher gave some example of the materials
4. The researcher gave exercise
5. The researcher divided students become five groups
6. The researcher appointing for a student who would answer question number 1
7. if the first students answer the questions correctly , then the students has the right to appoint one of their friends for answer next question
8. But , if the student gets the first question number one failed , the students must answer next question
9. Researcher checked up exercises

- Control Group

1. The researcher prepared the students for the subject matter
2. The researcher explain the materials
3. The researcher gave some example of the materials
4. The researcher gave exercise
5. The resercher controls the student activity
6. Researcher asked to collect the student exercises

Result And Discussion

A. Result

The researcher gave the pre-test to both groups before giving the treatment to make sure that the experimental and the control class have the equal ability. The result of pre-test can be described as follow table.

Pre Test Score Distribution

Number & Subject	**Experiment Group**		**Control Group**	
	X_1	**X_1^2**	**X_2**	**X_2^2**
1	65	4225	60	3600
2	60	3600	55	3025
3	60	3600	50	2500

4	55	3025	50	2500
5	55	3025	50	2500
6	50	2500	50	2500
7	50	2500	50	2500
8	45	2025	45	2025
9	45	2025	45	2025
10	45	2025	45	2025
11	45	2025	45	2025
12	45	2025	45	2025
13	45	2025	40	1600
14	40	1600	40	1600
15	40	1600	40	1600
16	40	1600	40	1600
17	40	1600	40	1600
18	35	1225	35	1225
19	35	1225	35	1225
20	35	1225	35	1225
21	35	1225	35	1225
22	35	1225	30	900
23	35	1225	30	900
24	35	1225	30	900
25	30	900		
Score Average	1105 44,2	50975	1020 42,5	44850

From the table above, it can be seen that the total score of the students' achievement the experimental group was 1105 and total score of the students' achievement in the control group was 1020. The mean of the experimental group is

44,2, while the mean of control group is 42,5. It can be assumed that the means of two classes is not significantly different.

After giving the treatment for a period of experimentation, the post-test was administered. The treatment was given for seven meeting by the reseacher to the students of experimental and control group. The post-test result is showed in the table below :

Post Test Score Distribution

Number & Subject	Experiment Group		Control Group	
	X_1	X_1^2	X_2	X_2^2
1	90	8100	80	6400
2	90	8100	70	4900
3	90	8100	70	4900
4	80	6400	60	3600
5	80	6400	60	3600
6	80	6400	60	3600
7	75	5625	60	3600
8	75	5625	60	3600
9	70	5625	60	3600
10	70	5625	60	3600
11	70	5625	55	3025
12	70	5625	55	3025
13	70	5625	55	3025
14	70	5625	55	3025
15	65	4225	55	3025
16	65	4225	55	3025
17	65	4225	55	3025
18	60	3600	55	3025
19	60	3600	55	3025
20	60	3600	50	2500
21	60	3600	50	2500

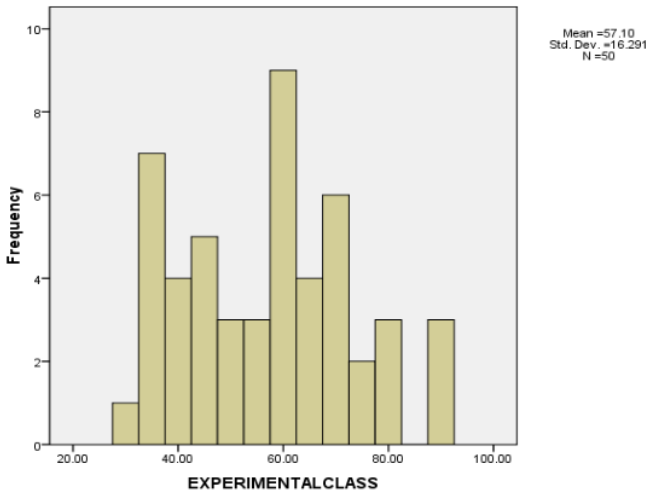
22	60	3600	50	2500
23	60	3600	50	2500
24	60	3600	50	2500
25	55	3025		
Score Average	1750 70	125050	1385 57,70	81125

From the table 9 above, it can be seen that the total score of the students' achievement in the experimental group was 1750 and total score of the students' achievement in control group was 1385.The mean of the experimental group is 70, while the mean of control group is 57,70.

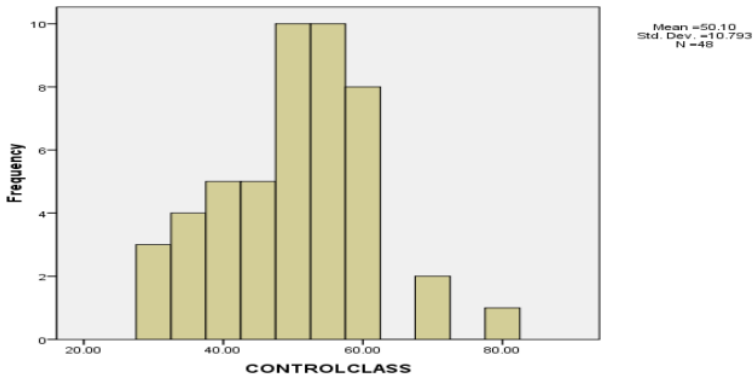
B. Discussion

In analyzing pre-test and post-test result, the score of both test were compared to see whether the treatment in experimental class give the effect or not. The following the figure may help the clarification and contains the comparative result of pre-test and post-test in experimental class and control class.

Comparison Pre- Test and Post Test Result



Comparison Pre Test and Post Test Result



The statistical computations on the pre-test scores of the experimental and control group using SPSS 16 for windows show that the distribution of the experimental and control class's scores on pre-test are normal. The variances of the two group's pre-test scores are equal. It was found that test count (0,68) and t-table (2,021). It means that t-count was smaller than t-table. Based on the explanation, there was no significant difference between two samples or two classes. It means that the two group were equal ability and the research could be continued.

The statistical computations on the pre-test scores of the experimental and control group using SPSS 16 for windows show that it was found that test count (4,880) and t-table (2,021). Based on the data above, we can concluded that there was significant different of post test result between both control class and experimental class. We could see the improvement made by the students after snowball drilling technique in increasing students' vocabulary mastery. Then, we also found that there was significant effect of snowball drilling technique in increasing students' vocabulary. It can looked at the highest score of experimental class achievement than the control class which were not using snowball drilling teaching technique.

Conclusion And Suggestion

Based on the previous chapter, the researcher concluded that vocabulary mastery of second grade students of SMP Negeri 05 Bengkulu is still low. It can be seen at the data of the value score from the teacher concerned. Beside that teacher gets some problems to teach vocabulary for the students and teacher does not have good technique to make the students enjoy in learning vocabularies. After the students is given a snowball drilling technique , they are become active, controled vocabulary and learning become fun.

And Based on the test calculation, the t obtained is 4.880 while in the t table value is 2,021. So, t obtained is bigger than t table (4.880>2,021). The researcher concluded that there is a significant different between the mean score of the post test. In other word, there is significant positive effect of the snowball drilling technique to improve students'vocabulary mastery. It indicated that using snowball

drilling technique can be increasing students vocabulary mastery. So, it can be said that the alternative hypothesis is accepted and the null hypothesis is rejected.

Based on the conclusion above, the researcher has some suggestion about teaching Vocabulary by Snowball Drilling Technique.

For the teacher:

1. The English teachers should promote active learning in English teaching learning process so the students will easy and fun to learn new knowledge.
2. The English teacher should has more selective in preparing the interesting activities, must provide a great variety of them and the teacher must creative.
3. The English teachers are encouraged to use varies teaching method so the students can achieve the better material understanding.
4. The English teachers should be creative in developing the teaching learning activities in classroom to make the class alive and theirs students do not get bored.

For the students:

1. The students are expected to be active, creative and can work together in their team.
2. The students should ask the teacher if they find some difficulty in learning teaching , dare to answer questions and pointing their friend.

REFFERENCES

Apriansyah, Wika.2009. *The effect of word Association toward the students Vocabulary Masrtery at the second year students of MAN 2 Bengkulu*. Skripsi; an unplished; STAIN Bengkulu.

Arikunto, Suharsimi.2010. *Prosedur Penelitian suatu Pendekatan Praktik*. Jakarta: Alfabeta.

Ary, Donald. Et al. 2010. *Introduction to research in education*.USA: Wadsworth.

Bauer, Laurie. 2001. *Vocabulary*. New York: Routledge.

Brown and Hatch. 1995. *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press.

Cameron, Lynne.2001. *Teaching Language to young learners*. Cambridge: Cambridge University Press.

Crystal, David. 1994. *The CambridgeEncyclopedia of the English Language*. Landon: BCA.

David, Nunan. 1991. *Language teaching methoddology a textbook for teachers*. Sedney: Phoenix ELT.

Dowdy, Shirley. Et.al. 2004. *Statistics for Research*. Third edition. Canada: John Wiley Inc Puclication.

Hornby, AS. 1987. *Oxford Advanced Learner's Dictionary of Current English.* Landon: Oxford University Press.

Iskandar.2008. *Metodologi Penelitian Pendidikan dan sosial*. Jakarta: GP Press.

Lodico, Marguerite G.Et.al.2006. *Methods in Educational Research from Theory to Practice*. San Francisco: Jossey-Bass.

McCarten. 2007. *Teaching Vocabulary Lesson From The Corpus Lesson for The Classroom*. Cambridge: Cambridge University Press.

Ridwan. 2008. *Belajar Mudah Penelitian*. Bandung: Alfabeta.

Santoso, Khairul. 2008. *The Effect of Vocabulary Cards Technique toward Students Vocabulary Mastery (a study at the second year students of SMP Negeri 3 Padang Jaya)*. An unpublished thesis: STAIN Bengkulu.

Setiadi, Alam.2008. *Upaya Peningkatan Vocabulary Siswa dengan media*.http://alamsetiadi08.wordpress.com. Didownload tanggal 4 Juli 2013.

Sugiyono. 2013. *Metode Penelitian Kombinasi*. Bandung: Alfabeta.

Summary, Arif. 2012. *The Use of Influence Snowball Drilling Methods for Vocabulary Mastery*. Shvoong: http//www.shvoong.com. didownload tanggal 27 Pebruari 2013.

Sundayana, Wachyu. 2011. *Landasan Pengembangan Kurikulum Bahasa*. Bandung: Alfabeta.

Suprijono, Agus. 2012. *Cooperative Learning Teori dan aplikasi PAIKEM*. Yogyakarta: Pustaka Pelajar.

Templeton, Shane dan John J.Pikulski. 2004. *Teaching and Developing Vocabulary*. USA: Houghton Mifflin.

Ur, Penny. 1996. *A Course in Language Teaching Practice and Theory*. UK*:* Cambridge: Cambridge University Press.

Winarni, Widi Endang. 2011. *Penelitian Pendidikan*. Bengkulu. FKIB Unib.

Rizal XI

ORIGINALITY REPORT

24%	23%	14%	15%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Oxford Student Paper	2%
2	Submitted to Higher Education Commission Pakistan Student Paper	2%
3	eprints.uns.ac.id Internet Source	2%
4	Riky Oktavianus Depari, Azwandi Azwandi, Syahrial Syahrial. "THE EFFECT OF PICTURE CARD GAMES TO STUDENTS OF ELEMENTARY SCHOOL'S VOCABULARY MASTERY", JOALL (Journal of Applied Linguistics & Literature), 2018 Publication	2%
5	citeseerx.ist.psu.edu Internet Source	1%
6	lib.unnes.ac.id Internet Source	1%
7	dspace.univ-biskra.dz:8080 Internet Source	1%

8	eprints.umpo.ac.id Internet Source	1 %
9	Submitted to University of Essex Student Paper	1 %
10	docobook.com Internet Source	1 %
11	a-research.upi.edu Internet Source	1 %
12	eltlt.org Internet Source	1 %
13	e-repository.perpus.iainsalatiga.ac.id Internet Source	1 %
14	repository.uinjkt.ac.id Internet Source	1 %
15	e-campus.iainbukittinggi.ac.id Internet Source	1 %
16	repository.unhas.ac.id Internet Source	1 %
17	media.neliti.com Internet Source	1 %
18	Submitted to Yeditepe University Student Paper	1 %
19	etheses.iainponorogo.ac.id Internet Source	1 %

20	hdl.handle.net Internet Source	1 %
21	Submitted to iGroup Student Paper	1 %
22	id.123dok.com Internet Source	1 %
23	qualitativeresearch6i.blogspot.com Internet Source	1 %

Exclude quotes	Off	Exclude matches	< 1%
Exclude bibliography	Off		