

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher present some of the theories related to improving vocabulary mastery of 8<sup>TH</sup> Grade students of Raudlatul Muta'allimin using discovery learning and snowball throwing method:

#### **A. Discovery Learning**

Discovery learning is inquiry learning as a student-centered learning process that helps students to be active in learning and students are required to be able to solve problems under the guidance of teachers according to Puspitasari & Nurhayati (2019). Discovery learning is also often interpreted as a process of understanding a concept from the material actively and independently and then obtaining a conclusion. In this method, the teacher does not actively explain the material to students. The teacher's task is only to provide several questions related to the material. Furthermore, it is students who must find, investigate, and conclude their findings as capital to answer questions from the teacher.

According to Marilla D. Svinicki (2022), the second key to the success of discovery learning is that it is more meaningful to the learner than information that is simply received from others. When the learner is actively involved in problem-solving, connections are made and organization is forced based on their prior knowledge rather than the knowledge of others. Because

connections belong to the learner, they are already more meaningful than artificially forced connections.

The Discovery learning model consists of understanding concepts, meanings, and relationships through a reactive process that ultimately leads to conclusions. Discovery occurs when an individual is primarily involved in using mental processes to discover some concepts and principles. Discovery is through observation, classification, measurement, prediction, determination, and inference. The process described above is called a cognitive process, and discovery itself is a mental process by combining concepts and principles in thinking.

Multiplication material is fully entrusted to students which is delivered using the discovery learning method by the teacher. Several steps in the discovery learning process can be applied in classes with several learning models in the discovery learning method. there are several procedures used in the learning process by using discovery learning, namely as follows:

- 1) Stimulation

Students are given something or a problem which raises questions for students, so that the desire arises to investigate the question. In the learning process the teacher can ask questions, or a reading, and activities that lead to the preparation of problem solving that has been given by the teacher.

- 2) Problem statement

The teacher provides opportunities for students to identify and analyze individually the questions or problems given. This stage requires students to prepare several questions about the information displayed by the media delivered by the teacher.

3) Data collection

Students individually collect as much information as possible to submit to other friends.

4) Data processing

Students form groups to identify and process information obtained from the data collection stage both from reading, exchanging opinions with other friends, so that the teacher is able to generalize answers from all students.

5) Verification

Students and teachers will begin to process the reading given at the beginning of the learning process and students also try to identify the purpose of the reading.

6) Generalization

At this final stage, students will conclude the text and information they got from all the previous activities. After concluding, each group presented it in front of the class.

The discovery learning method in learning English is mainly focused on vocabulary mastery, namely as a result of using this method students are more active, creative, and enthusiastic when asked to add vocabulary, which is emphasized by Sukmana (2017) and the final form of learning research is that students can find their own either from in terms of principles and concepts that are not yet known by students.

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According to Marilla D. Svinicki (2022), A second key to the success of discovery learning is that it is more meaningful to the learner than information simply received from someone else. When the learner is actively involved in problem-solving, the connections made and the organization imposed are based on his or her prior knowledge rather than someone else's. Because the connections are the learner's, they are already more meaningful than an artificially imposed connection.

The teacher only acts as a companion and guide in this process, the students themselves are looking for more. The model in discovery learning used here concerns vocabulary mastery learning, namely students must increase the vocabulary they get, to reach the mastery level according to what students need in learning with the appropriate theme.

## **B. Snowball Throwing Method**

Snowball Throwing is a learning method that will focus more on the results of the achievements or evaluation results in previous activities, namely discovery learning. The steps of this method are using a question ball made of paper and then shaped like a ball. The question balls will be thrown sequentially to group members (Gani, Yusuf, & Erwina, 2017).

The working system of this method is learning that divides students into several groups. One group consists of 5 - 6 students. Members of each group will make paper balls containing previously learned English vocabulary (Susanty, 2016).

The Snowball Throwing method is a way to present material in a lesson where students are formed into heterogeneous groups then each group is chosen by a group leader to get an assignment from the teacher and each student is to make a question shaped like a ball (question paper) and then throw it to other students respectively. each student to answer the ball questions obtained (Suprijono, 2009).

The steps for implementing the Snowball Throwing Game are:

- 1) The teacher will provide material to be studied.
- 2) The teacher organizes groups and calls the leader of each group to explain to the students/members what they teach.
- 3) Groups return to each group and explain to their friends the material presented by the teacher.
- 4) Each student will be given a piece of paper to write questions on the topic explained by the group leader.

- 5) Form a piece of paper with a statement or question into a ball and ask students to toss it once to another student for about 15 minutes.
- 6) Each student holds a ball or question and is allowed to answer questions. These questions are written in sequence on a spherical piece of paper.
- 7) Evaluation. In this step, the teacher discusses the results of student responses. Then give the correct answer rating.
- 8) Finally, this step ends the prayer encounter.

It can be concluded that the technique of team teaching can change the learning atmosphere to be more interesting and can be better and can also affect collaboration between students so that a sense of tolerance is formed between differences of opinion between one student and another.

The learning model that focuses on group work uses discussion where each group asks each other questions so that the group will work together to solve problems. In addition, this game will be more interactive if students enjoy the learning process with their creativity.

The combine of discovery learning and snowball throwing is needed, which focuses on finding difficult vocabulary that students do not know before learning begins, and is reinforced by checking each student's answer using snowball snowball-throwing whether the learning process has been achieved effectively, maximally, or not. So that before the learning begins, students can understand the content of the learning that will take place optimally because this method prioritizes student activeness while in the classroom. The

combination of these two methods also alleviates students' thoughts about learning not only focusing on books, but can also use strategies or games which aim to restore their interest in learning.

### **C. Vocabulary**

Elements of learning English, especially in vocabulary mastery skills. Vocabulary in the process of learning English is very important and is one of the important elements that must be considered in improving students' vocabulary mastery skills. Sometimes students are more dominant in being able to memorize vocabulary just by remembering the writing, not the meaning, and students sometimes when asked to implement it by reciting it and applying it when speaking, also cannot be consistent in the process of mastering their memorized vocabulary. This is very concerning if the teacher does not often give examples of how to pronounce good and correct vocabulary, what he says will be forever wrong, student mistakes can also be seen from the way the teacher conveys material properly and correctly.

There are two types of vocabulary, namely active vocabulary and passive vocabulary (Read, 2000). When learning new words, people need a lot of practice and connection to learn them well, memorize vocabulary and remember it while speaking and writing. Therefore, the two main groups of human vocabulary are active vocabulary and passive vocabulary.

Active vocabulary consists of several words that can be directly implemented or used by both speakers and listeners, and are generally used in everyday life, while passive vocabulary is vocabulary that can only be

understood by certain groups, not all listeners. as well as readers can fully understand, in which the discussion includes religion, race, profession, both individually and in groups. Even vocabulary that can be remembered but does not understand the meaning of its intent and purpose is included in the passive vocabulary.

#### **D. Vocabulary Mastery**

Vocabulary is a core component of language appropriateness and provided much of the basis for how well learners can speak, listen, read and write (Richard and Renandya, 2002).

Vocabulary in learning English is one component of speaking skills, either directly or indirectly. There are 4 main components in learning English, especially in the field of speaking skills, which include:

- a) vocabulary
- b) pronunciation
- c) fluency
- d) grammar

Vocabulary mastery skill is closely related to each other, which cannot stand alone. although learning English is a challenge, because the daily language used outside of learning is not English, learning English is very important and international. Vocabulary in speaking skills is very important, the more vocabulary one has, it can be said that someone who has vocabulary mastery in speaking skills does not escape the elements above.



The ability to understand vocabulary is receptive mastery, and the ability to use vocabulary is productive mastery. Acceptance is shown when children engage in reading and writing activities, and productive mastery in speaking and writing activities. Nurgiyantoro (2001: 196).

According to Keraf (2007: 21), Vocabulary itself has a role as a distributor of ideas which if a person has a lot of vocabulary, it can be seen from the smooth delivery of these ideas. In this context, what is meant by the idea conveyed concerns the way someone speaks. A person's speaking ability can be seen in how much vocabulary students can pronounce through the delivery of main ideas in a classroom lesson.

Djiwandono (1996: 42) Vocabulary communication activities are very important, discourse, when someone expresses it, is largely determined by the vocabulary used in expressing it. A student's speaking ability can be measured by how able he is to pronounce some difficult words or it can be by how much vocabulary he can express when speaking. Vocabulary mastery in students is not enough just to use understanding but includes its use when in speaking activities.