



MEMORIZING VOCABULARY THROUGH BALL TOSS AT THE ELEVENTH GRADE OF ESCOLA HOSPITALIDADE E TURISMO BECORA IN THE SCHOOL YEAR 2023

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ABSTRACT

Simulation means to pretend or only copy the behavior or the The study was Classroom Action Research, which aimed to discover memorizing vocabulary through Ball Toss in the eleventh grade of Escola Hospitalidade e Turismo Becora. The objectives of this research were to answer the following questions: (1) Is Ball Toss used to facilitate teaching and learning in the class to memorize the vocabulary? (2) Were there any significant differences between before and after teaching vocabulary was implemented through Ball Toss? Based on the calculation result, there were significant differences between the pre-test and post-test scores after the implementation of memorizing vocabulary through ball toss to the eleventh grade of Escola Hospitalidade e Turismo Becora in the school year 2023. As in the data analysis, the writer concluded that, to answer the problems above, there were significant differences between before and after the implementation of Vocabulary through Ball Toss. The ball toss could be considered a helpful strategy for teaching English vocabulary. Based on the calculation, the mean score of the pre-test was 2.9, less than the post-test's, which was 7.2. The pre-test and post-test results were compared through the significance level of 0.05 with the degree of freedom of 20. $Df = n-1$ $20-1=19$. After the differences in mean score of pre-test and post-test were applied with the t-test formula, the result was **17.1**, greater than the t-table value of 2.086. The English teachers and students suggested that teaching and learning English vocabulary as a foreign language through Ball Toss is beneficial for learners to memorize the vocabulary very fast. This strategy could make students enjoy learning and make memorizing vocabulary easier through Ball toss.

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INTRODUCTION

Teaching and learning English vocabulary as a foreign language to secondary school students in Timor-Leste needs to be facilitated with games to achieve the learning goal for the foreign learners.

English has several skills: listening, reading, speaking, and writing, with some other sub-skills: pronunciation, grammar, and vocabulary. However, here, the writer will focus on vocabulary skills to be studied through ball toss as a strategy for teaching English vocabulary. This strategy will improve all vocabulary skills, such as *education, tourism, hospital, and agriculture, which* are used to test.

Vocabulary is one of the essential components in teaching English as a foreign language, and it is a fundamental aspect that EFL students must learn. It is a fundamental concept for people to be able to learn the English language by communicating. A person would find it difficult to communicate well without an extensive vocabulary. Having a well-developed vocabulary is a fundamental aspect of being an EFL learner.

As Wilkins & Lewis (2000:111) defined, the vocabulary of a language is just like the bricks of a high building. "If, without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed."

In listening skills, the learners understand vocabulary, which is influenced by the words students choose to speak, to determine how well they can deliver a message. In reading, students' vocabulary affects their ability to understand a text. Regarding writing, students' vocabulary is essential in helping them communicate in English. As one can see, vocabulary becomes an essential aspect of English learning.

Learning vocabulary is an essential part of being able to communicate well in a language. The EFL student needs to be able to speak, listen, write, and read in English to be considered proficient. Vocabulary is one of the essential points of English learning. For this reason, vocabulary building should be a focal point for school-aged children. Knowing many words is good because it will lead to stronger learning in other subjects. Simple words are the best choice for an EFL student to learn to speak fluently in English.

There are many languages worldwide, but English is one of the most widely used international languages for communication in many countries. In Timor-Leste, English is a foreign language. English has been learned in many ways, from private courses , junior high school, secondary school, and university. Some people learn

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EFL through the internet.

Language is a means of communication to express ideas, feelings, and experiences. Without language, it is difficult for people to communicate. Language for humans is used to communicate with each other; therefore, without language, communication with our family or in our community is severely limited. Through language, we can express our ideas and experiences. If we do not know the language's vocabulary, it is much more difficult for us to communicate.

Noam Chomsky expresses his idea that language is the inherent capability of native speakers to understand and form grammatical sentences. Language is a set of sentences of finite length contracted out of a limited set of elements.

Similarly, intention by Hall (1968:158) states that language is the institution whereby humans communicate and interact with each other. Language exists because of the social abilities of an organism. Language is used to communicate ideas, thoughts, and experiences.

As the study background, the researcher has formulated the following questions: (1) Can Ball Toss be used to memorize the Vocabulary? (2) Are there any significant differences between before and after the implementation of teaching vocabulary through Ball Toss?

LITERATURE REVIEW

This chapter presents the definition of the main and supporting theories based on local and foreign reviews of related literature.

Definition of Vocabulary

Hatch and Brown (1995) defined vocabulary as a list or set of Words of a particular language that individual speakers of a language use. Furthermore, Michel Graves (2000) mentioned that there are four components of an effective vocabulary program:

1. Extensive independent reading to expand word knowledge
2. Instruction in specific words to enhance comprehension of text containing those words
3. Instruction in independent word learning strategies
4. Word consciousness and word play activities to motivate and enhance learning.

Vinsja (2008:14) says that words can have the same form with entirely different and unconnected meanings, and Horbay (1994:1425) states that vocabulary is the total

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of words that make up a language. Brown (2001:377) expresses that vocabulary items are a boring list of words that must be defined and memorized by the student; lexical forms are seen in their central role in contextualized, meaningful language. Good (1959:631) also emphasized that vocabulary is the content of words of language, which are learned so thoroughly that they become a part of speaking, and later reading and writing vocabulary, the words having meaning when heard or seen, even though not produced by the individual.

As *Caremon (2001:74)* manifests, to master vocabulary is to learn new words and their meaning and increase vocabulary to understand the language. In English teaching, the learning process, mastering vocabulary well, can help students understand the lesson. In addition, Wilkins and Levies (2000:111) say that the vocabulary of a language is a crucial part, just like the bricks of a high building; despite being quite small pieces, they are vital to the great structure. "If, without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed.

Nation (2001:22) argues that the importance of vocabulary has been neglected when people realize that learning vocabulary is not a simple matter. This means that vocabulary is an integral part of language; without it, all the information in language cannot be maintained.

Hornby (1995:133) defines vocabulary as the total number of words in a language, a list of words with meanings. Harmer (2001:16) states that some aspects have to be discussed in vocabulary: word meaning (synonym and antonym) and the grammar of words, which comprises noun, verb, adjective, adverb, pronoun, and conjunction.

Richard (2002:255) says that vocabulary is the core component of language proficiency and provides a basis for how well learners speak, listen, read, and write. Nunan (1991:118) explains that vocabulary becomes essential to foreign language learning. The vocabulary taught in foreign language learning depends on the objective of the course and the amount of time available for teaching.

Wilkins Thom Bury (2002:13) stated that nothing can be conveyed without vocabulary. The most essential point for the students is learning a language successfully. Burton (1982:98) noted that limited vocabulary can negatively influence a language's teaching and learning process. Furthermore, mastering vocabulary is essential for the language learner.

Ceremon (2001:74) Learning vocabulary is learning new words together with the pronunciation, the spelling, the part of speech, the meaning, and the use of those words. Gough (2001), learning vocabulary is important because vocabulary is a language that refers to the meaning of a word without understanding the words.

Huzenga (2005) suggests that without vocabulary, students cannot read speech and understand the sentence's meaning. According to Gadener (2009), as cited in Adger (2002), vocabulary is confined to the meaning of words and includes how vocabulary is used in a language.

Suardi (2000:7) says that vocabulary is a list of words, sometimes phrases, usually arranged in alphabetical order and defined in a dictionary, glossary, and lexicon, all the words of language, all the words used by a person, class, or profession. Hiebert & Kamil (2006:3) stated that vocabulary is generally the knowledge of words' meaning. Vocabulary is used to express ideas, feelings, thoughts, or information to people clearly.

Definition of Ball Toss

According to Aefsky (2000:54), the Ball Toss strategy is a fun way to reinforce, practice, and review Vocabulary concepts in content areas. The teacher can create the sample by using a marker to write a word or concept in each colored section of each ball. Furthermore, Khaty (2010) describes the Ball toss strategy review as having students sit or stand in a circle and pass or toss the ball. Ask a review question and toss the object. The student who catches it answers the question and then passes it to someone else.

Toby (2002:5) adds more ideas. The Ball Toss strategy uses a ball with various questions written on it as a tool for students to discuss, review, and share information and perspective. Moreover, Aefsky (2000:55) mentions that there are some steps in using the ball toss review strategy:

1. Divide the students into a small group,
2. Give each group a beach ball and a black marker
3. Ask each group to blow up its beach ball and fill in its section with a word or phrase summarizing an important concept discussed.

Aefsky (2000:55) adapted it in the following step:

1. To prepare the lesson, decide on one topic and focus on it in the Ball Toss review.
2. To begin the lesson, divide students into small groups and sit in a circle, so they can easily toss the ball to each other. Do not tell the students the new topic of study. This is what keeps the curiosity and keeps it exciting.

Put the paper containing the fruit's characteristics to the side of the ball so the

student can see and think about it.

METHOD

In this chapter, the writer discusses the research process through several steps: research design, research setting, research methodology, subject of the study, instrument, data collection, and data analysis.

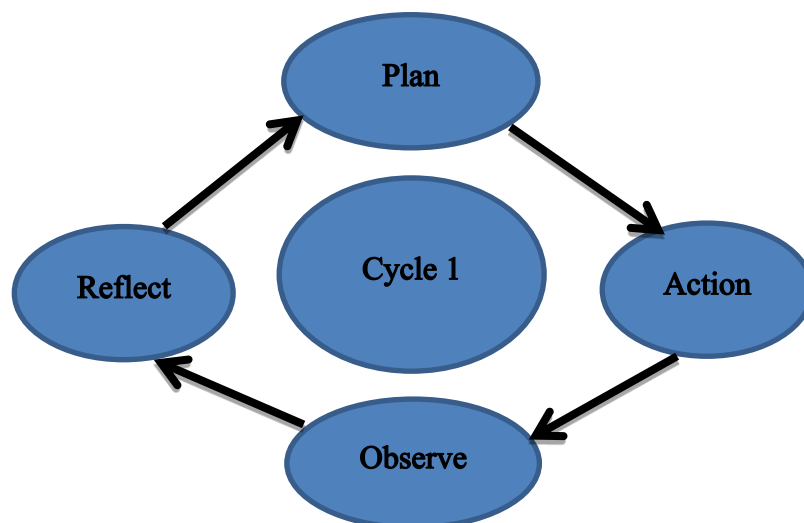
The method used for this study was Classroom Action Research, which was implemented as the teaching technique in the specific class. One class of students was selected to be administered the pre- and post-test to determine whether the ball toss is an effective strategy to apply for teaching and learning English vocabulary in the classroom. Through this study, the writer would like to discover an innovative method to solve the problems and improve the knowledge of teaching and learning English vocabulary as a foreign language.

In this study, the researcher selected 20 students in grade eleven of Escola Hospitalidade e Turismo Becora in the 2023 school year to become respondents of the study. The students were tested on an English vocabulary test before and after teaching English vocabulary through Ball Toss.

The instrument that used to collect the data is 40 tests of multiple choices which were composed from 10 numbers of test items related to vocabularies of school facilities, 10 numbers of test item related to vocabularies of office equipment, 10 number of test item related to Vocabularies of education and other 10 numbers of test item of Food and drinks vocabularies.

The data will be collected through the following four steps in the circles:

Presents the figure of the procedures of CAR.



1. Plan

- a. Plan the activities:

Designed and provided the pre-test and post-test, teaching material, and the lesson

- b. Prepared the list of the students.
c. Prepared teaching materials.
d. Prepared the classroom observation

2. Actions

- a. The researcher administered the pre-test.
b. The researcher taught the vocabulary through a ball toss.
c. The researcher guided the students to learn based on the lesson plan.
d. The researcher allowed the students to ask some questions.
e. The researcher asked the students to answer the questions related to the lesson learnt.
f. The teacher administered a post-test for the last meeting.

3. Observation

Observation was the step used to collect the data, as from the note, all of the phenomena of the classroom atmosphere about students' performance of thinking and feeling in the teaching and learning vocabulary. It is meant that the researcher will have to observe all the activities of the teaching and learning process. The Classroom observation is provided to facilitate collaborative learning to explore teaching. It is proposed to create students' motivation in learning as follows: Classroom Observation Sheet.

Table 3.4.2 Presents The Classroom Observation Sheet.

Nu	Activity	Level				
		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Low (1)
1	Pre-teaching					
	a. Opening/greetings					
	Q: Good morning A: Morning, sir					

2	Asking condition Q: How are you today? A: I am fine					
3	Attendance Q: Listen to your name! A: Present, sir.					
4	Introduction (introduce the topic 'Vocabulary')					
5	Question and answer					
	While teaching					
6	Explanation					
7	Introduced the Ball Toss and a list of English vocabulary with the steps of doing activities					
8	Teaching English Vocabulary through Ball Toss.					
9	The researcher will show the Ball Toss with the vocabulary lists.					
10	The researcher presented and demonstrated the vocabulary list with Ball Toss to students.					
11	I asked the students to organize the group or each group of 4/5 so that all students in the classroom would engage in the 'Ball Toss' activities.					
12	Defined the Ball Toss with the process of activities.					

13	Distributed the vocabularies.					
14	Questions and answers between the researcher and students.					
15	I practiced the ball toss with the vocabulary of the school facilities.					
16	Role-play the Ball Toss with office equipment vocabulary.					
17	Playing the Ball Toss with Food and Drinks Vocabulary.					
18	Playing the Ball Toss with office equipment.					
19	Evaluation: The last ball toss might be considered the winner and a reward to one group of winners.					
20	Reinforcement: The ball toss winner group led the other groups in the last role-play. Then, they were given a token.					
	Total	1	9	8	2	
	Multiply	5	4	3	2	1
	Equal	5	36	24	4	0
	Score	71				
	Classification	Good Level				

4. Reflection

Reflection is an activity of expressing the experience by the researcher through self-evaluation. The researcher evaluates based on classroom teaching observations to determine the significance and weaknesses of the activity that uses Ball Toss to teach English vocabulary.

A descriptive technique is used to determine the extent to which the ball toss is used to teach English vocabulary, and this data analysis was collected from two types of tests.

Non-test. The observation researcher's teaching and learning process activities that occur in class by the local English teacher based on the table 3.4.2 Classroom observation sheet above. So, Saturnina Fernandes de Jesus, A.M.D., facilitated the classroom observation sheet based on the classroom atmosphere. Thus, the result of the observation sheet is 71, classified at the GOOD Level.

Test. The pre-test result was calculated and compared in tabulation to determine the significant differences between before and after the implementation of teaching vocabulary through ball toss, which was applied with the t-test analysis.

Mean is the average of the division between the sums of students' scoring, with a total number of respondents. The research applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = mean

X = score

N = number of scores

$\sum$ = sum or add

a. T-test dependent means are:

The formula of the T-test dependent means is;

$$t\text{-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

RESULT AND DISCUSSIONS

Result

In this chapter, the writer would like to present the research results on memorizing English vocabulary through Ball Toss. The pre- and post-tests were administered to the eleventh-grade students of Escola de Hospitalidade e Turismo Becora in the school year 2023.

Table 4.1.1 presents the mean score of the pre-test.

Nu	Initial	Pre-test
1	A N M	3
2	A S	3
3	A D S	3.7
4	E A P	3
5	E B C F	3
6	F D S A	2.5
7	F S M	3.5
8	J Q C B	2.7
9	J M X G	1.5
10	J M	3.5
11	J P	2.5
12	L S B	2.5
13	M A X	4
14	M F L	5
15	M C	1.5
16	M M J C	3
17	N M F	2.5
18	N D S A	2.5
19	S P	3
20	Z P K	2.5
Total		58.4

Calculating the mean score of the pre-test.

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{58.4}{20}$$

$$= 2.9$$

The mean score of the pre-test was 2.9, which did not achieve the passing grade. This way, the researcher could use ball toss to teach English Vocabulary, and then the researcher administered the post-test as shown in the table below;

Table 4.1.2 presents the mean score of the post-test.

Nu	Initial	Post-test
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1	A N M	7
2	A S	7
3	A D S	6.5
4	E A D	9
5	E D C F	8
6	F D S A	6.7
7	F S M	7
8	J Q C B	6.7
9	J M X G	7
10	J M	7
11	J P	7
12	L S B	7
13	M A X	7
14	M F L	7.5
15	M C	8
16	M M J K	7.7
17	N M F	6.7
18	N D S A	7
19	S P	7
20	Z P C	6.5
Total		143.3

The mean score of the post-test

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{143.3}{20}$$

$$= 7.2$$

The mean score of the post-test was 7.2, which is above the passing grade. And the researcher stopped teaching because vocabulary memorization had been achieved through ball tossing.

Table 4.1.3 presents the differences in the score of pre- & post-test

Nu	Pre-test scores	Post-test score	D	D ²
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1	3	7	4	16
2	3	7	4	16
3	3	6	3	9
4	3	9	6	36
5	3	8	5	25
6	2	6	4	16
7	3	7	4	16
8	2	6	4	16
9	1	7	6	36
10	3	7	4	16
11	2	7	5	25
12	2	7	5	25
13	4	7	3	9
14	5	7	2	4
15	1	8	7	49
16	3	7	4	16
17	2	6	4	16
18	2	7	5	25
19	3	7	4	16
20	2	6	4	16
Total			87	403

$$T\text{-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

$$t\text{-test} = \frac{\sum D^2}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

$$t\text{-test} = \frac{87}{\sqrt{\frac{20(403^2) - (87)^2}{20-1}}}$$

$$t\text{-test} = \frac{87}{5.08}$$

$$t\text{-test} = 17.1$$

The t-test result was $17.1 \geq$ the t-table was 2.086 with a level of significance 0.05 and degree of freedom (df) = $n-1=20-1=19$. Therefore, the pre-test result was 2.9, less than the post-test result of 7.2, and the difference between the t-test was 17.1, greater than the scores table was 2.086. It could be shown that there were some significant differences between before and after the implementation of teaching English vocabulary. It is

interpreted that English vocabulary could be learnt through ball toss to the eleventh grade of Escola Hospitalidade e Turismo Becora in the school year 2023. It is indicated that the method used to memorize the english vocabulary through Ball Toss could satisfy the student's needs. The researcher implements the Ball Toss as a new strategy to memorize vocabulary. Therefore, the mean post-test score was 7.2, indicating that memorizing the vocabulary through the Ball Toss improved. There is no need for the cycle to continue. The mean score of the post-test was higher than the mean score of the pre-test.

Based on the significance level, the differences were 0.05 with the degree of freedom being $n-1=20-1=19$, which could be found in the t-table of 2.086. The t-test result was $17.1 \geq$ table was 2.086, and it could be shown that the t-test score was greater than the t-table. It was decided to interpret that Ball Toss as a helpful strategy that could be used to memorize the vocabulary.

CONCLUSIONS

Conclusion

Based on the data analysis, the writer calculated that the mean pre-test score was 2.9 and the post-test score was 7.2. Then, the differences between mean scores of pre-and post-test were applied to a t-test was 17.1 which was $1 \geq$ t- table was 2.086 as the level of significance is 0.05 based on the degree of freedom ($df = n - 1 = 20 - 1 = 19$) could meet the score of t-table is 2.086. The result above could answer the problem that after the use of ball toss to teach English vocabulary, there were some significant differences between before teaching by using ball toss and after the implementation of teaching English vocabulary through ball toss. The ball toss is considered an innovative strategy for memorizing English vocabulary. That is why the ball toss is a strategy to memorize vocabulary, making it easy for them to memorize vocabulary.

Suggestion

As mentioned in the conclusion above, the researcher suggests the following ideas.

To English Teachers. Based on the research results, the teachers are suggested to use ball toss as a suitable strategy for teaching and learning to memorize English vocabulary. And the students are assigned to memorize the vocabulary for every meeting, to check their understanding.

To students. The students are suggested to implement the role play of ball toss in a group selected to memorize the vocabulary together. The students must have a

dictionary to consult when they find difficult words.

To the English Language Department. Ball toss is an innovative strategy that contributes to the English language. The department must be adjusted to teach and memorize English vocabulary through ball tossing. This is one of the scientific writing experiences to discover a new strategy for the Ball toss to memorize vocabulary. This study needs to be studied deeply through conducting research that would become a reference for scientific research in the future.

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